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ABSTRACT

To provide school systems, organizations, and individuals interested in improving rural education with current information on local conditions, the Rural Education Institute of East Carolina University has compiled demographic and educational data on 41 eastern North Carolina counties into this educational atlas. The 32 maps show the 41 counties of eastern North Carolina; municipalities with local education agencies; rural and urban population (52% rural); per capita personal income ($7,564, average); families below the poverty level (16.5%); numbers receiving Aid to Families with Dependent Children; participation in school lunch programs; estimated property values; public education local revenue and expenditures; professional staff paid with local funds; enrollment data (public school totals, racial composition, percent of exceptional children, exceptional programs by category); student retention and dropout rates; adult educational levels; intentions of high school graduates; sex and race of teachers and administrators; professional staff degrees; reading achievement for grades 1,2,3,6, and 9; mathematics achievement for grades 1,2,3,6, and 9; and Scholastic Aptitude Test scores. Narrative pages accompany each map and provide supporting facts and figures. (NEC)

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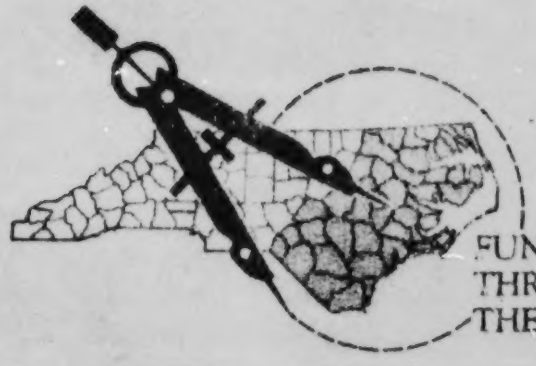

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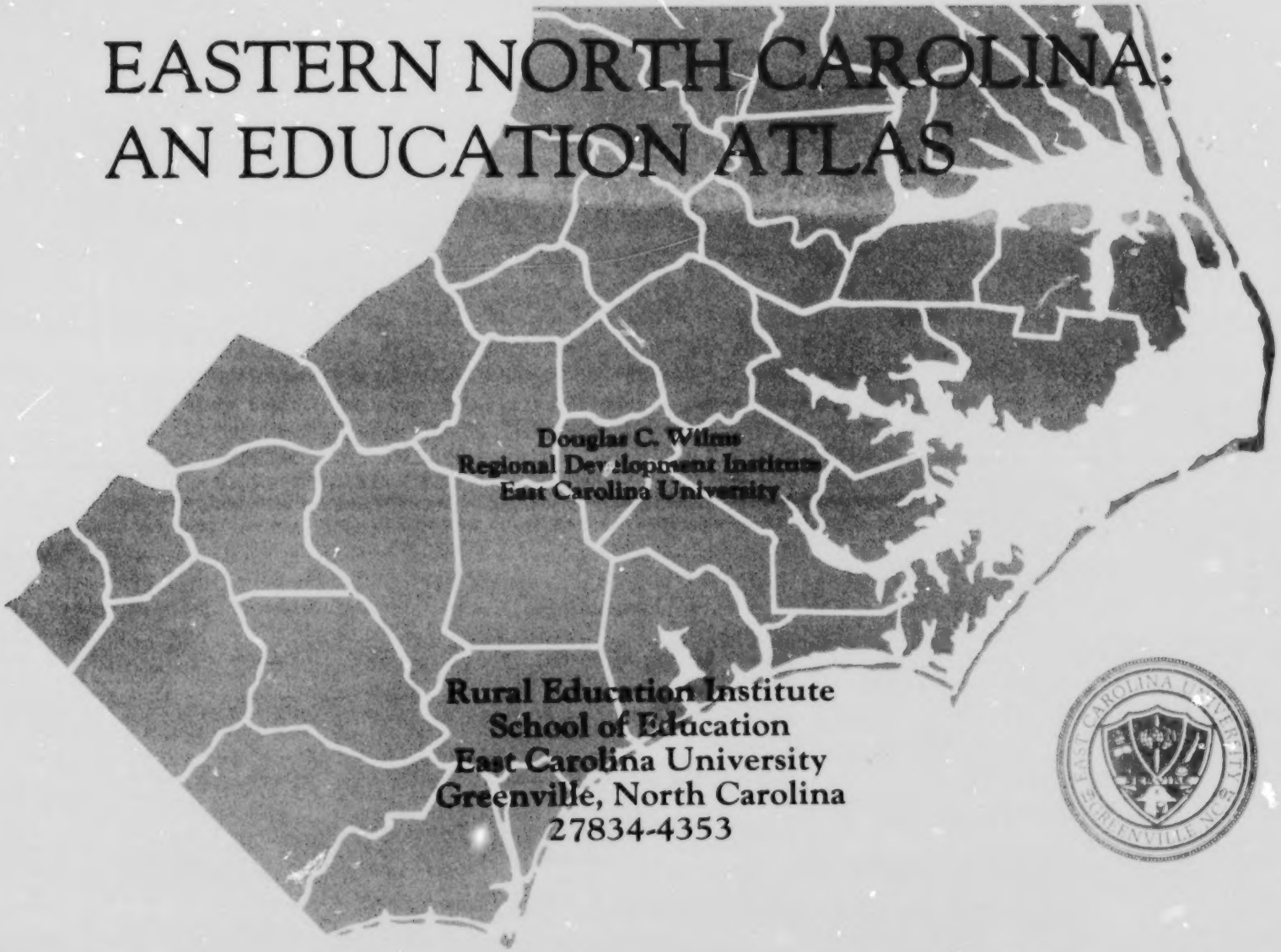
EASTERN NORTH CAROLINA: AN EDUCATION ATLAS



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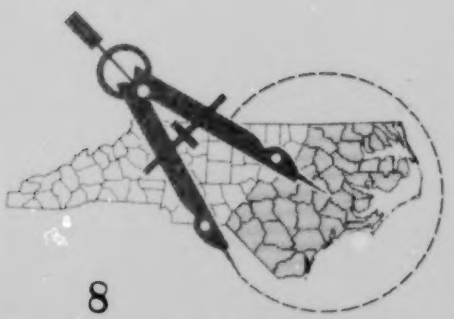

Rural Education Institute REI East Carolina University

To: Individuals and Groups Interested in Improving Rural Education

The primary purpose of the Rural Education Institute, a component of the School of Education at East Carolina University, is to provide assistance to school systems, organizations and individuals who are interested in improving rural education. The Institute works with others in designing and implementing programs that will provide quality learning opportunities for students who attend small, rural or isolated schools. The Institute also provides learning opportunities for the people who serve these students.

An important function of the Institute is to provide people interested in supporting rural education with knowledge and information about the needs and advantages of our rural schools. People need to understand the challenges. They need to have a strong appreciation for the strengths and benefits of rural education.

The Institute believes that the first step toward improving rural educational opportunities is the development of a general awareness of these challenges and strengths. This publication is designed to assist with the development of that awareness.

The faith and commitment that has been demonstrated by the North Carolina General Assembly and the Z. Smith Reynolds Foundation in their support of the Rural Education Institute is most appreciated. The Institute will continue to strive to achieve its purpose and with the continued support of all of you who are interested in improving rural education we will make contributions that will better serve those students who attend our small, rural and isolated schools.

We trust that this Atlas will help to develop the awareness that is essential for progress. Working together we will improve rural education.

Sincerely,

Roy H. Forbes
Director

Katheryn C. Lewis
Associate Director

ACKNOWLEDGEMENTS

The author wishes to thank the East Carolina University Research/Creative Activity Committee, the Regional Development Institute, and the Rural Education Institute of the School of Education for their financial contributions to the production of this atlas.

Because they believed in this project from the beginning, and willingly supported it with available resources, a special debt of gratitude is expressed to Mrs. Janice Faulkner, Director of the Regional Development Institute; Dr. Charles Coble, Dean of the School of Education; Dr. Roy Forbes and Mrs. Katheryn Lewis, Director and Associate Director, respectively, of the Rural Education Institute; Dr. Angelo Volpe, Vice Chancellor for Academic Affairs; and Mr. James Lanier, Vice Chancellor for Institutional Advancement.

My appreciation is especially extended to Ms. Elizabeth Hollar, a graduate assistant in the School of Education, who enthusiastically compiled all the data necessary to the project's cartographic analysis. This effort would not have reached fruition without her steadfast commitment.

I am most grateful to the students from the Department of Geography and Planning whose considerable cartographic skills have enhanced the quality of the maps in the volume. I wish to thank each of the following for their cooperation, dedication, and good work:Michael Barwick, Katrina Flint, Cheryl Pearce, Frank Purgason, and Mary C. Sloan.

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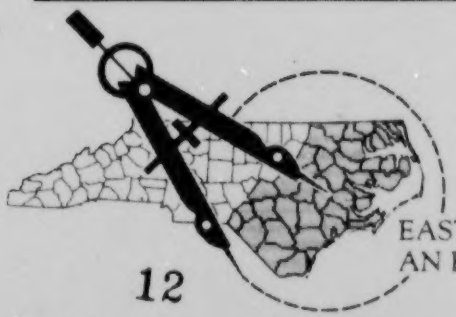
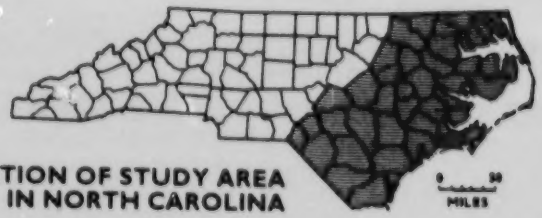
Population Of Eastern North Carolina Counties, 1983

Rank	County	Population
1	Cumberland	250,552
2	Onslow	118,373
3	New Hanover	108,819
4	Robeson	104,594
5	Wayne	97,961
6	Pitt	94,303
7	Craven	74,645
8	Johnston	73,125
9	Nash	69,309
10	Wilson	64,290
11	Harnett	61,597
12	Lenoir	60,530
13	Edgecombe	57,321
14	Halifax	55,695
15	Columbus	51,511
16	Sampson	50,054
17	Carteret	45,554
18	Beaufort	42,036
19	Brunswick	41,150
20	Duplin	41,131
21	Scotland	33,336
22	Bladen	30,581
23	Pasquotank	28,642
24	Martin	26,268
25	Hertford	23,739
26	Pender	23,337
27	Northampton	22,585
28	Hoke	21,897
29	Bertie	21,331
30	Greene	16,473
31	Dare	15,327
32	Washington	14,565
33	Chowan	12,739
34	Currituck	12,588
35	Pamlico	10,612
36	Jones	9,772
37	Perquimans	9,704
38	Gates	9,050
39	Hyde	5,941
40	Camden	5,861
41	Tyrrell	4,089



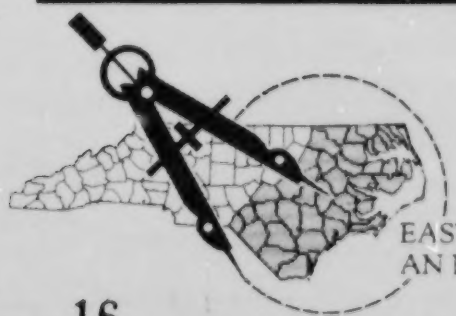
Source: Office of State Budget and Management, January, 1985

Counties Of Eastern North Carolina



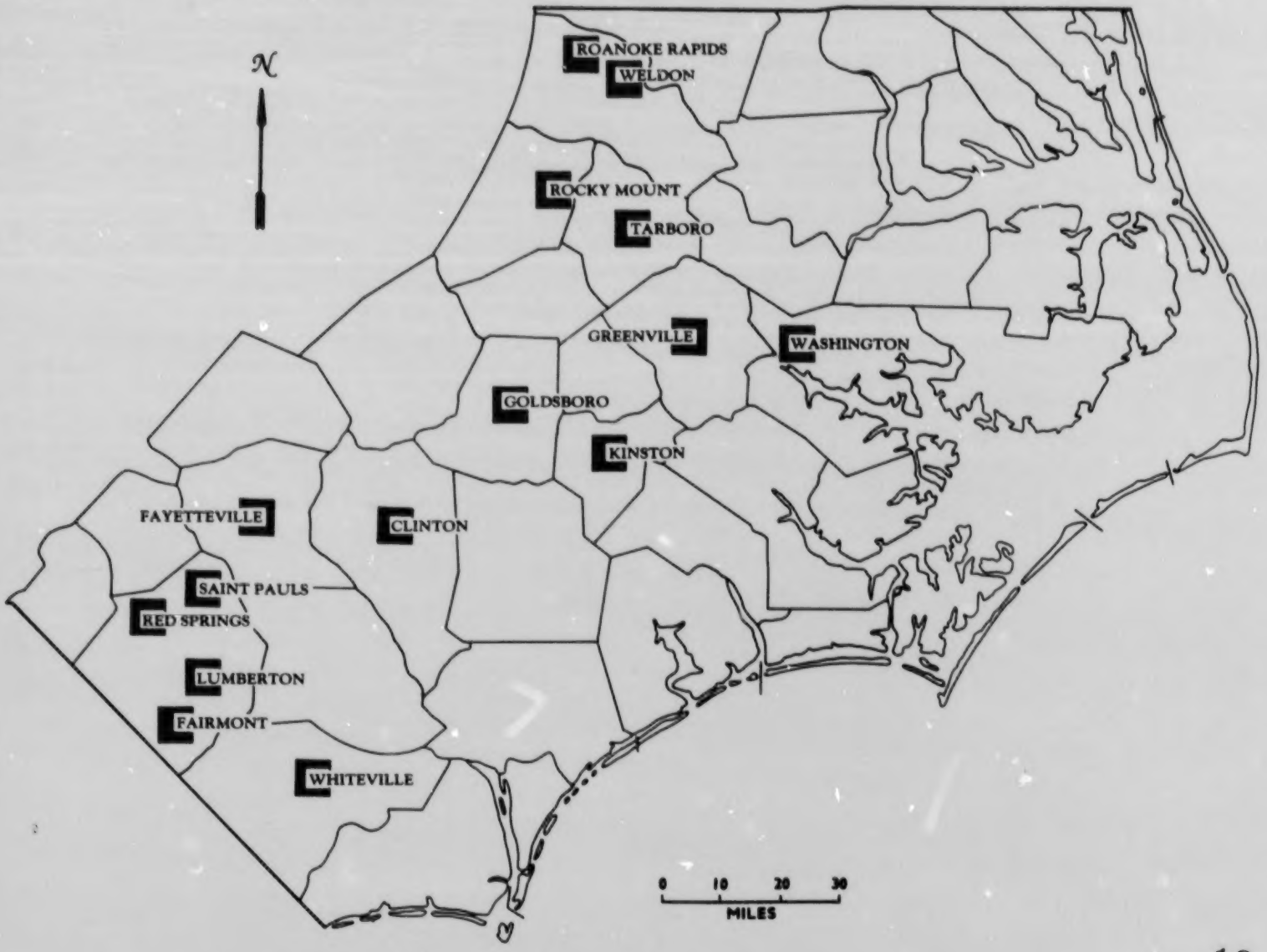
Population Of Municipalities with Local Education Agencies, 1983

Rank	Municipality	Population
1	Fayetteville	61,762
2	Rocky Mount	45,403
3	Greenville	37,791
4	Goldsboro	35,539
5	Kinston	26,268
6	Lumberton	18,809
7	Roanoke Rapids	15,143
8	Tarboro	10,822
9	Washington	9,202
10	Clinton	7,040
11	Whiteville	5,700
12	Red Springs	3,684
13	Fairmont	2,731
14	Weldon	1,782
15	St. Pauls	1,732



Sources: Office of State Budget and Management, January, 1985

Municipalities with Local Education Agencies



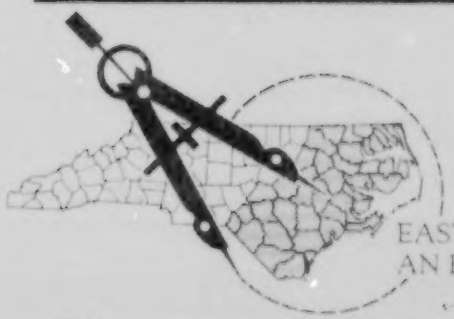
Population: Rural And Urban

North Carolina's six million people are widely distributed throughout the state. The Coastal Plain counties, representing 45% of the state's area, were home to 32% of the population; the Piedmont region, with 40% of the state's area, had 53% of the population; the Mountain region consisting of 15% of the area had 15% of the state's total population.

According to the 1980 Census, North Carolina's population was 52% rural and 48% urban. The rural/urban distribution varied considerably, however, from one region to another. The 41 Coastal Plain counties were 56% rural, the 34 Piedmont counties were 43% rural, while the 25 Mountain counties were 75% rural.

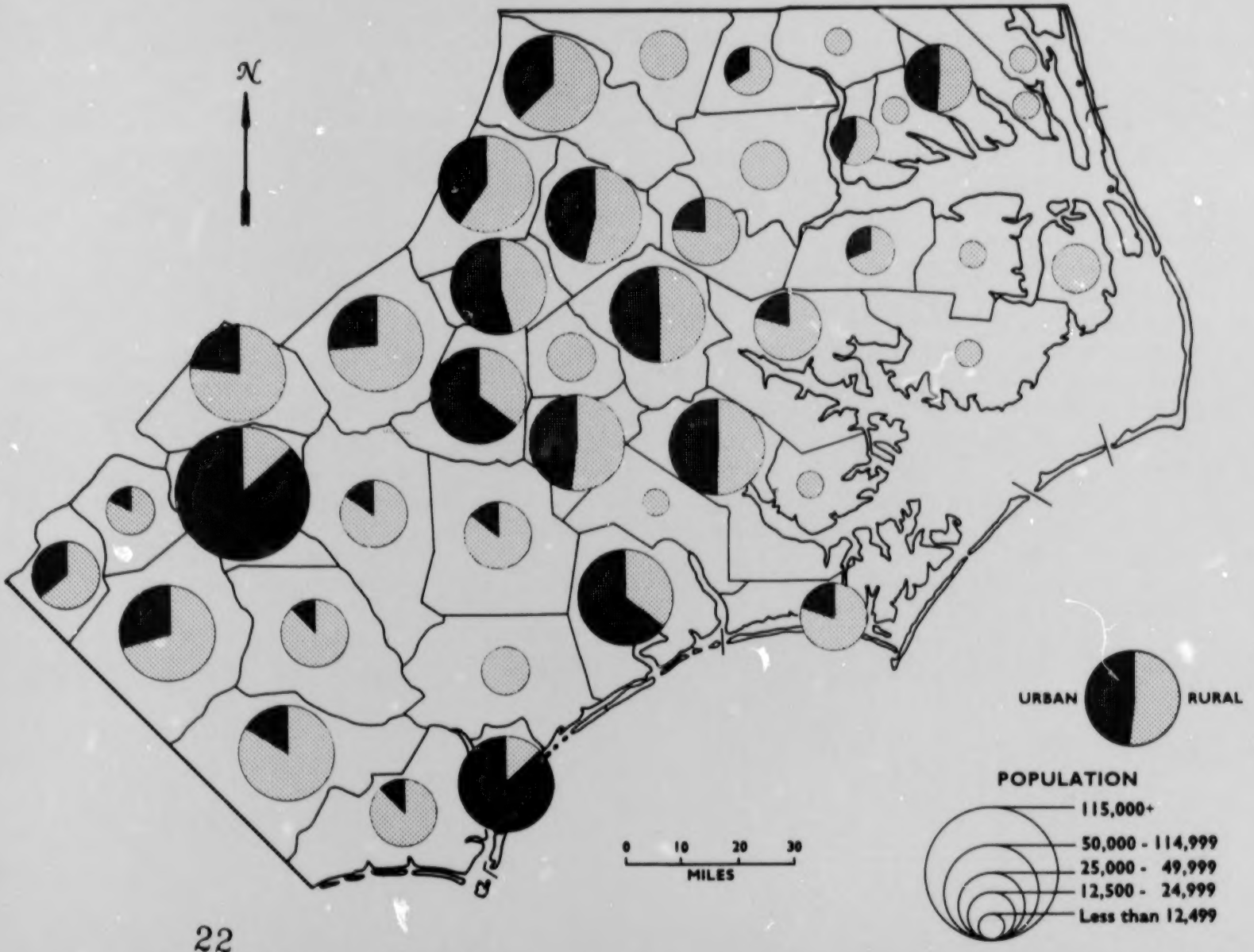
Only five Coastal Plain counties had an urban population greater than 50 percent. These were Cumberland - 86%; New Hanover - 86%; Onslow - 65%; Wayne - 64%; and Wilson - 55%. Three counties—Craven, Pitt, and Pasquotank—had populations that are equally divided (50% rural and 50% urban). Thirteen counties were 100% rural. The exclusively rural counties had smaller populations and tended to be located in the eastern Tidewater area of the region.

Aside from the urban population associated with Fayetteville, Wilmington, and Jacksonville, there was a tendency for urban clustering to occur in the west-central portion of the Coastal Plains. This clustering was associated with the urban development of Wilson, Goldsboro, Kinston, Greenville, and Rocky Mount. The area's rural counties predominated in the peripheral northeastern and south-central areas of the region.



Source: *N.C. Statistical Abstract*, 1984

Population: Rural And Urban



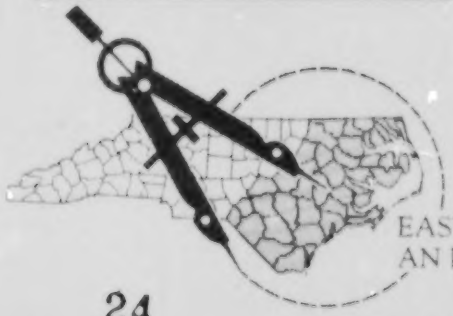
Per Capita Personal Income

North Carolina's average per capita personal income for 1981 was $8656. As might be expected, the state's top five counties in per capita personal income were located in the urban crescent area of the Piedmont. The lowest five counties, each with per capita incomes of less than $6000, were located in the Mountain and Coastal Plain regions. The Piedmont region captured first place with an average per capita income of $8392, while the Coastal Plain region ranked second with an average of $7564. Figures for the Mountain region were $7252.

Of the 41 Coastal Plain counties, only five (Wilson - $9239; Washington - $9160; New Hanover -$9158; Greene - $8855; and Nash - $8801) had per capita incomes that were higher than the average for the entire state. Thirty-six counties had per capita incomes lower than the state average; of these, two counties (Northampton - $5577 and Hoke - $5520) had per capita incomes of less than $6000. Of the state's 100 counties, Northampton and Hoke ranked 98th and 99th respectively. The Mountain county of Clay ranked last with a per capita income of $5356.

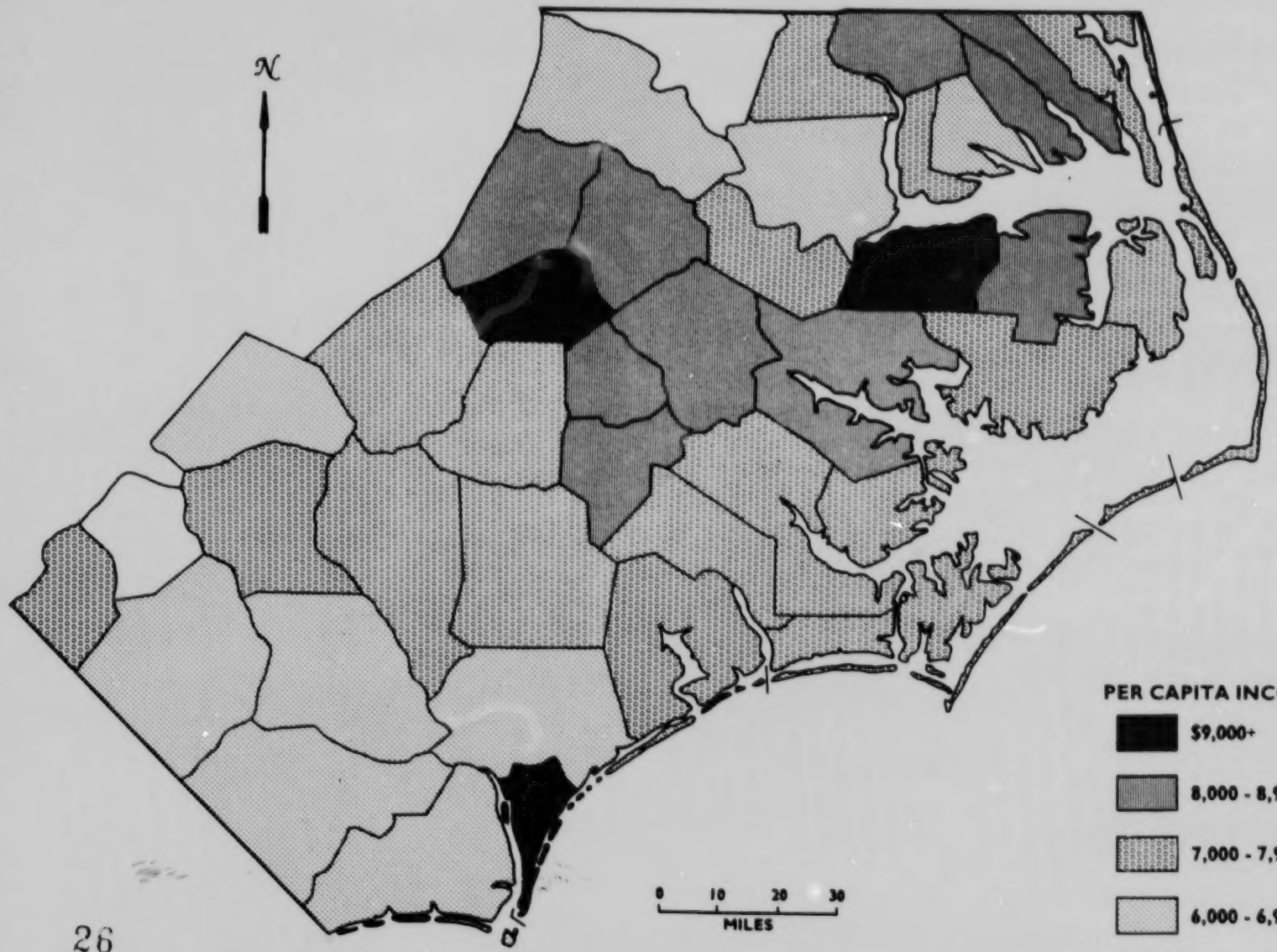
While there is a tendency for the more urbanized Piedmont counties to have higher per capita incomes, this trend is not overwhelmingly established within the Coastal Plain region. For example, of the Coastal Plain counties, 20 had per capita incomes higher than the regional average ($7564). Of these 20 counties, only five had 50% or more of their population classified as urban. These were New Hanover - $9158; Wayne - $7790; Wilson - $9239; Pitt - $8152; and Craven - $7989. The remaining 15 above-average counties were primarily rural; indeed, four of them were 100% rural. These were Greene - $8855; Tyrrell - $8304; Gates - $8249; and Camden - $8115. It should be noted that several of these exclusively rural counties had per capita incomes higher than those found in the region's more urbanized counties.

Counties with the lowest per capita incomes were clustered in the northwestern and southern sections of the region.



Source: *N.C. Public Schools Statistical Profile*, 1984

Per Capita Personal Income



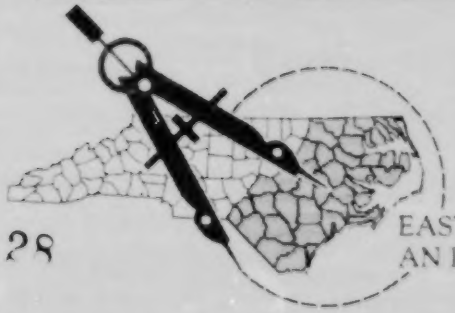
Families Living Below The Poverty Level

The income poverty threshold for a nonfarm family of four persons was $8414 in 1980. North Carolina had 11.6% of its families categorized as poor. The Coastal Plain region led the state with a substantial 16.5% of its families living in poverty and was followed by the Mountains with 9.0%. The Piedmont with 8.7% had the smallest percentage. Of the total number of the state's families living in poverty, 43.8% were in the Coastal Plain while 40.5% were located in the Piedmont. The Mountain region contained 15.7% of the state's total.

The heaviest concentrations of poverty within the Coastal Plain region occurred in the north, east, and southern counties. The three with the largest percentages of families in poverty were Halifax - 25.0%; Hyde - 24.7%; and Bertie - 22.9%.

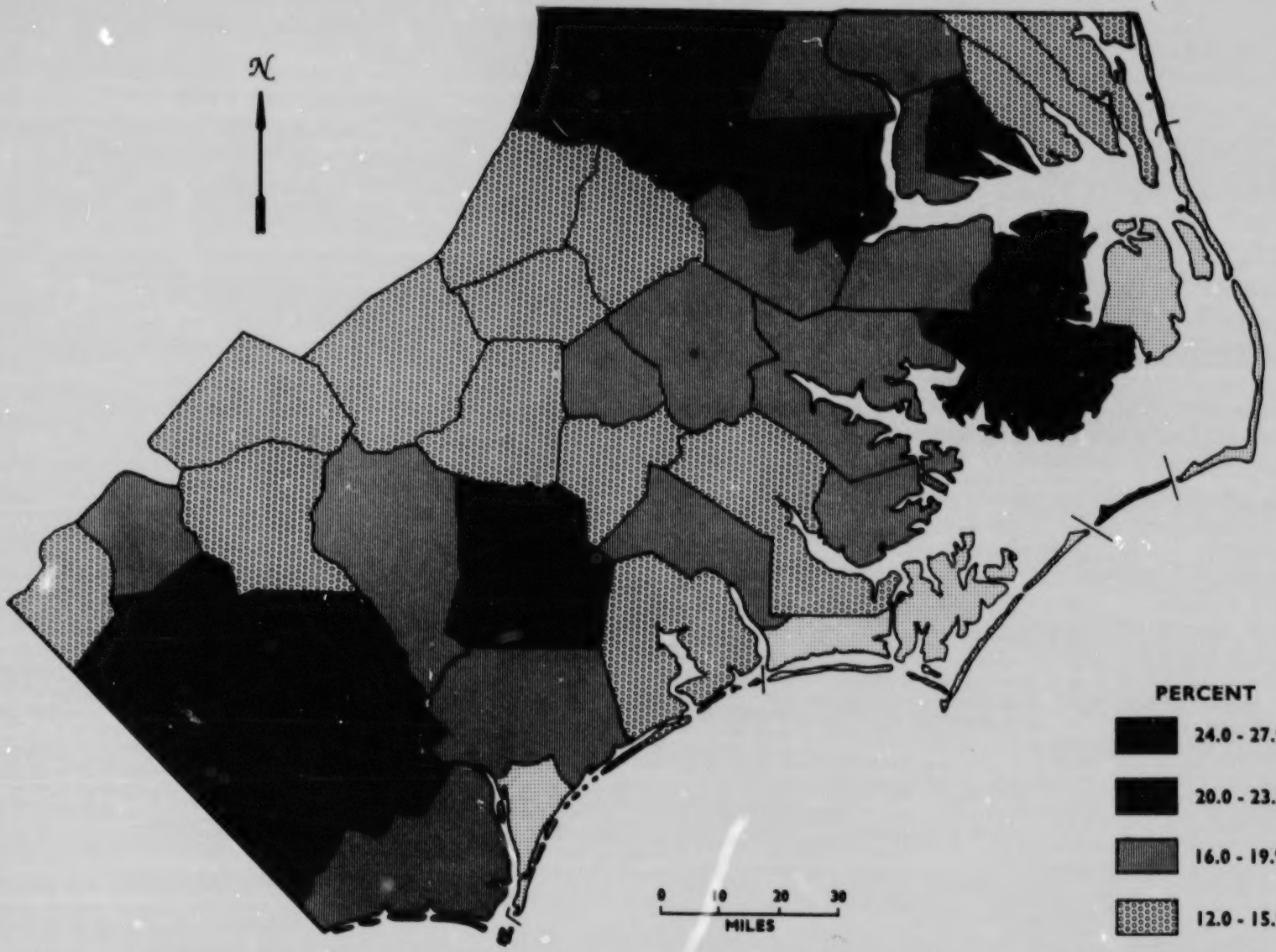
The three counties with the lowest percentages were Dare - 8.9%; Carteret - 11.5%; and New Hanover - 11.7%. Only two of the region's counties—Dare and Carteret—had percentages below the state average (11.6%).

During the 1969-79 decade, North Carolina witnessed a 15.4% decline in the number of families living in poverty. During this period, however, 14 counties experienced increases and seven of these were located in the Coastal Plain. Those counties and the percent increases were Currituck - 26.8%; Dare - 24.9%; Brunswick - 17.4%; Cumberland - 12.1%; New Hanover - 4.0%; Chowan - 2.8%; and Craven - 1.2%



Source: N.C. State Data Center, 1983

Families Living Below The Poverty Level

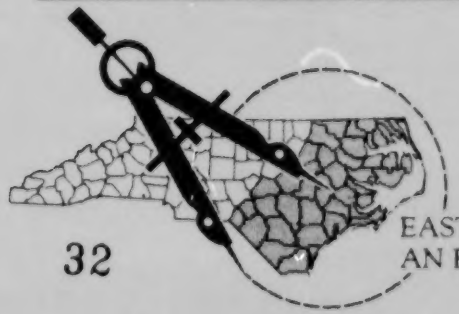


Aid To Families With Dependent Children (AFDC)

Of the state's total AFDC recipients, 48.0% live in the Piedmont; 45.0% in the Coastal Plain; and 7.0% in the Mountains. This rank order changes, however, when AFDC recipients are viewed as a percent of the total population.

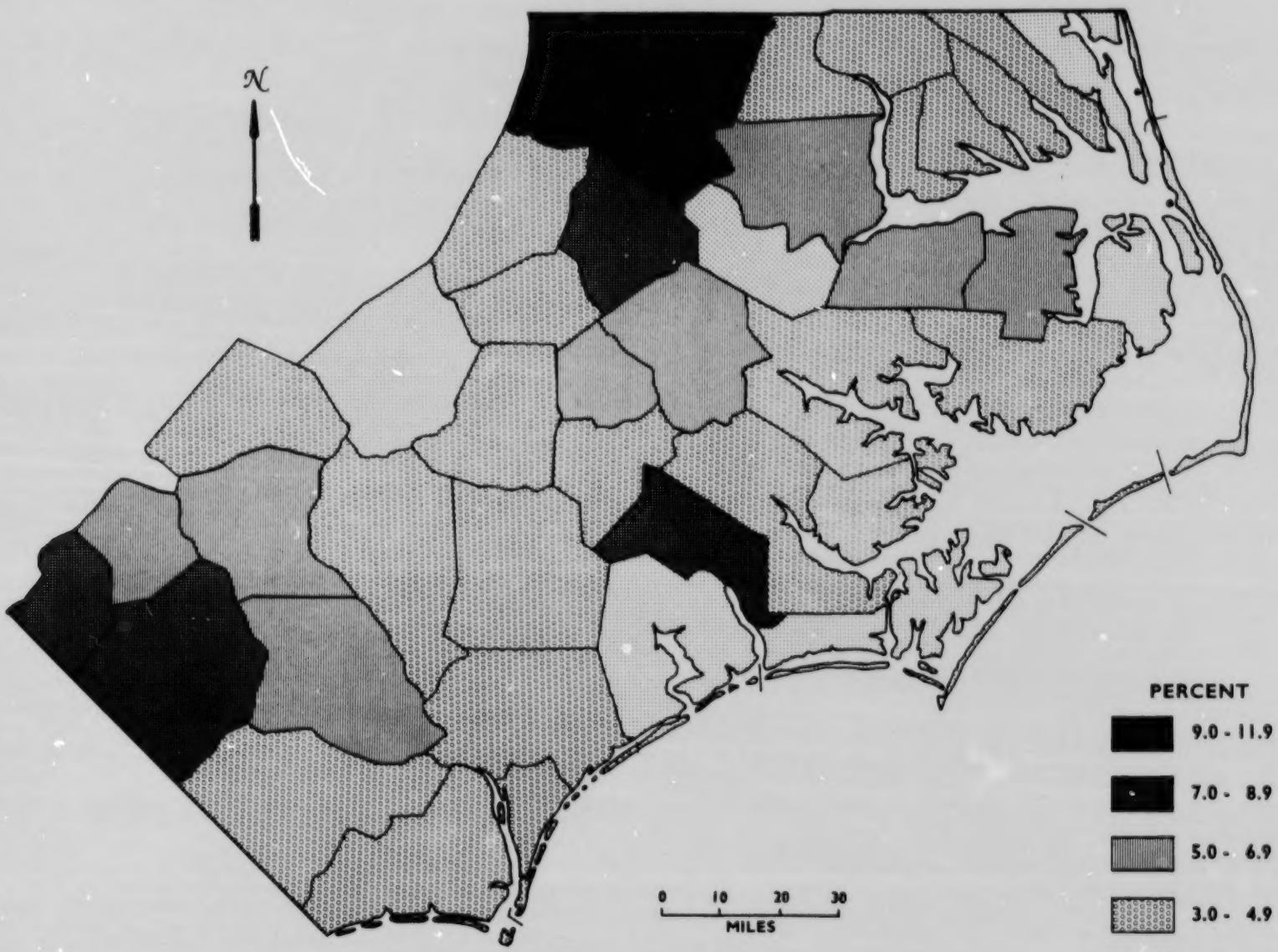
AFCD recipients represent 3.4% of the state's total population. The figures vary from a high of 4.8% in the Coastal Plain to a low of 1.5% in the Mountains. The Piedmont figure is 3.0%.

Of the 41 Coastal Plain counties, 32 had percentages higher than the state average. The highest ranking counties were located in the northern and southern portions of the region. The three counties with the highest percentages of AFDC families were Halifax - 10.7%; Northampton - 9.4%; and Scotland - 7.9%. A number of coastal counties tended toward lower than average figures with the lowest being Dare - 1.2%; Onslow - 1.6%; and Martin - 2.2%.



Source: *N.C. Statistical Abstract*, 1984

Aid To Families With Dependent Children (AFDC)

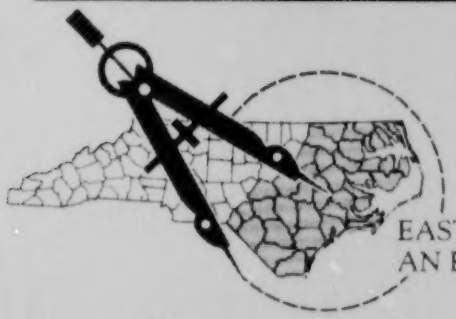


Participation In School Lunch Programs

Of the state's total student population, 49% were eligible for free or reduced-priced school lunches. This figure ranged from a high of 64.1% in the Coastal Plain school districts to a low of 41.1% in the Mountains. In the Piedmont school districts, 41.4% of the pupils were eligible.

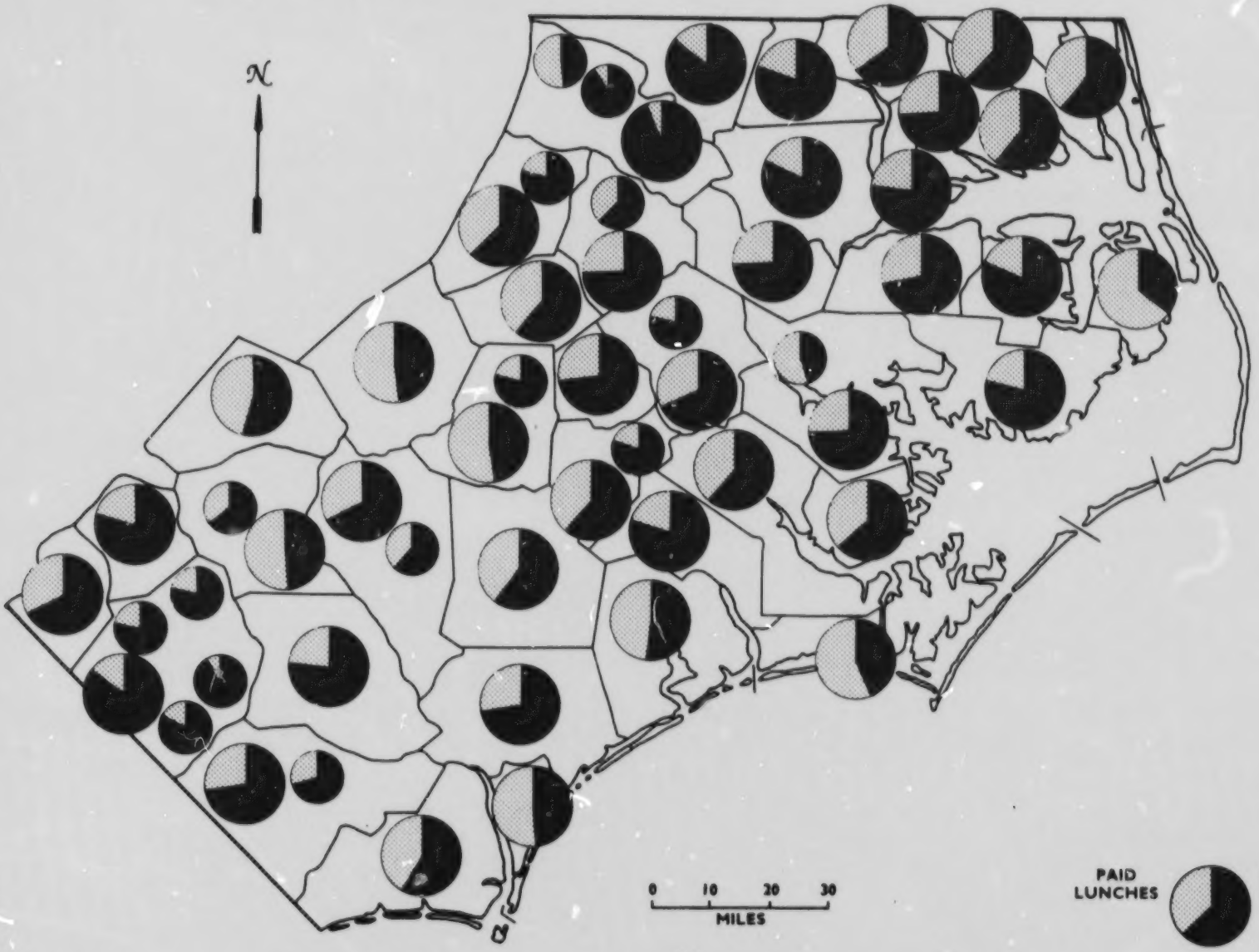
The majority of the student population in the eastern region's county and city school districts were eligible for free and reduced-priced lunch programs. The three counties with the highest eligibility rates were Halifax - 94.3%; Northampton - 85.6%; and Robeson - 84.9%. The three city units with the highest rates were Lumberton - 91.5%; Weldon - 90.7%; and Fairmont - 82.7%.

Only six of the region's county districts had 50% or more of their students who paid full price for lunches. These were Dare - 64.5%; Carteret - 56.6%; Wayne - 52.1%; Johnston - 51.7%; Cumberland - 51.6%; and New Hanover - 51.2%. Only two city units had 50% or more of their students who paid full price for lunches. They were Washington - 55.0%; and Roanoke Rapids - 51.7%.



Source: N.C. Department of Public Education, 1983-84

Participation In School Lunch Programs



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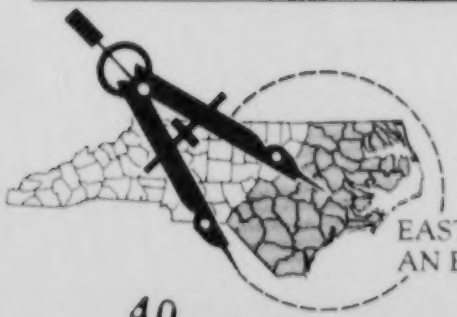
Estimated Property Values Per Pupil

State-wide property values divided by the number of students enrolled in public schools resulted in a per student average of $104,970. The figures ranged from a high of $230,703 in the Chapel Hill/Carrboro system to a low of $10,947 in Rockingham County. On a regional basis, the Mountains had the highest property values per student average daily membership (ADM) - $112,920; and were followed by the Piedmont - $110,625; and Coastal Plain - $95,057.

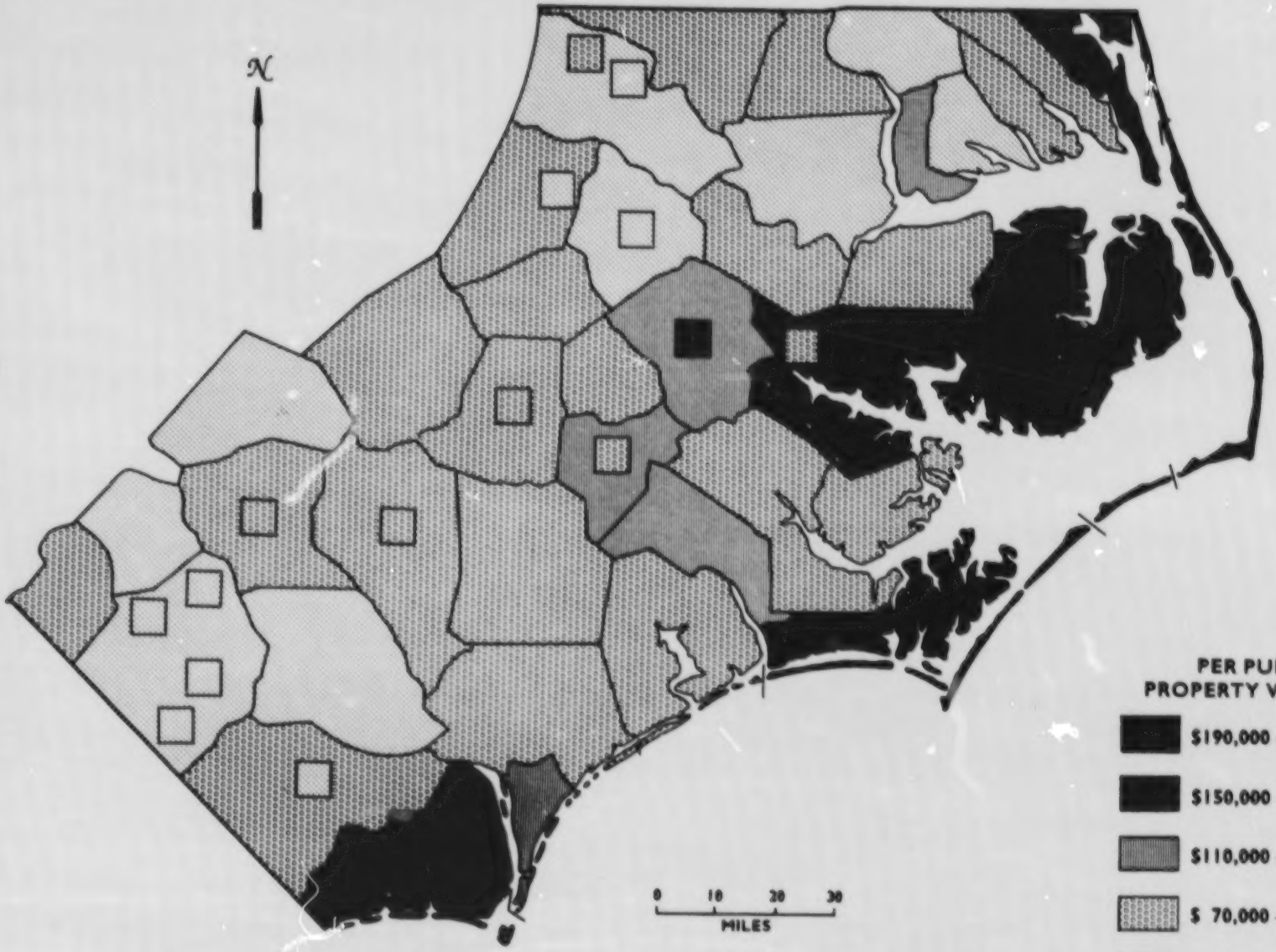
A number of coastal counties enjoyed higher than average rankings. The three leading county units were Brunswick - $220,615; Dare - $207,837; and Carteret - $182, 891. The highest city units were Greenville - $161,455; Roanoke Rapids - $99,037; and Fayetteville - $95,865.

Eastern county systems having the lowest property values per ADM were Robeson - $44,037; Halifax - $45,071; and Gates - $55,100. City systems with the lowest values were Red Springs - $38,944; Fairmont - $46,763; and St. Pauls - $55,688.



Source: Atlantic Center For Research In Education, 1984

Estimated Property Values Per Pupil

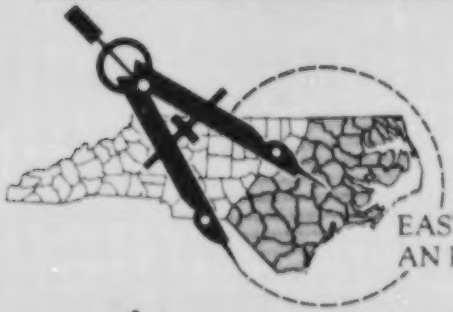


Local Revenue And Expenditures For Public Education

The map on the opposing page depicts the local revenue resources available per pupil within each county and the per pupil expenditure as a percent of those resources. For example, the average per pupil resources for the state was $1,203.82 and the average per pupil expenditure was $495.68. The average expenditure as a percent of resources for the state was 41.2%.

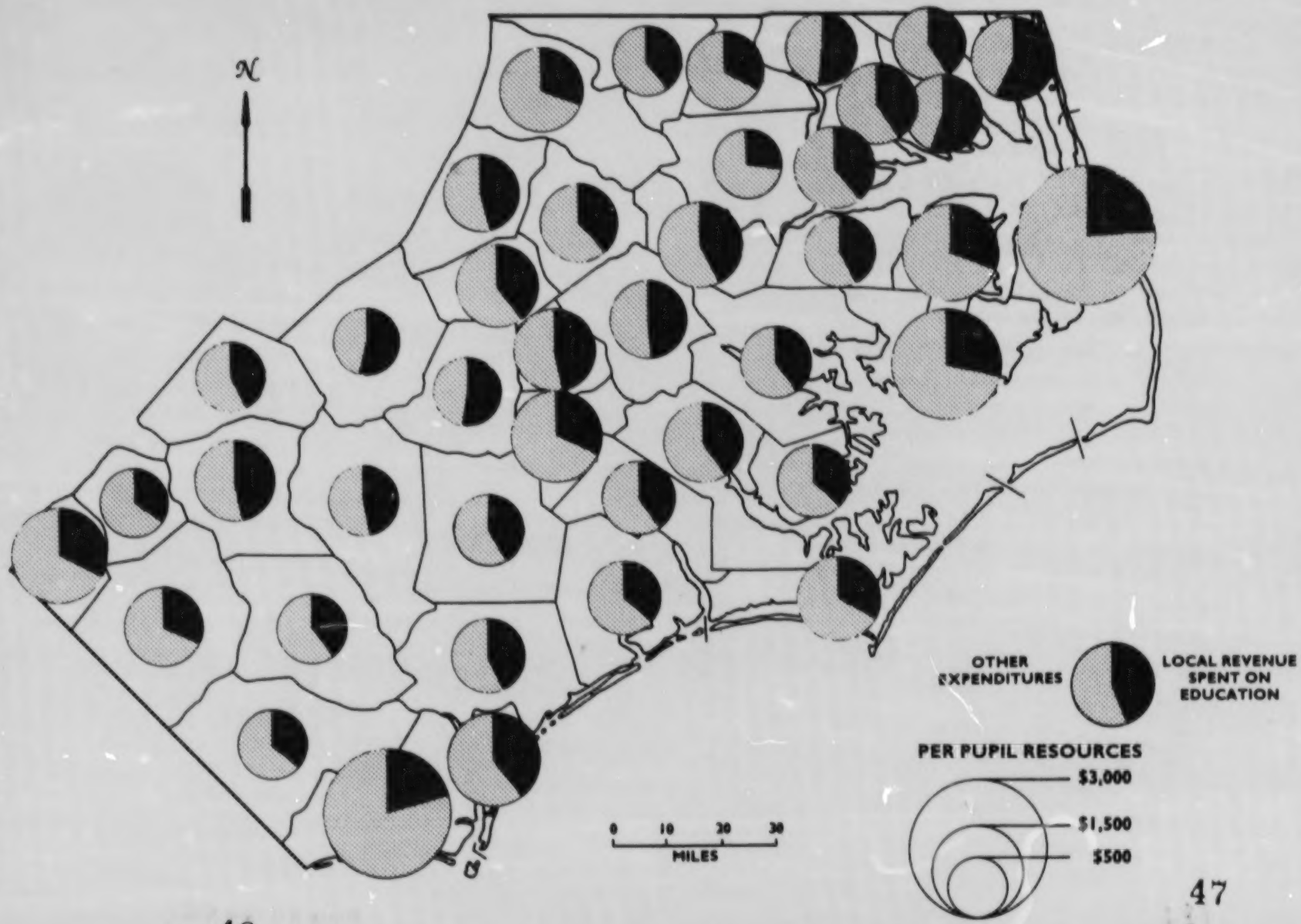
On a regional basis, the Mountain area led with an expenditure of 42.2% and was followed by the Piedmont (41.7%) and the Coastal Plain (39.2%).

Of the 41 Coastal Plains counties, 15 had an expenditure above the state average (41.2%). The three leading counties were Currituck - 57.0%; Pasquotank - 55.5%; and Johnston - 53.4%. The three lowest ranking counties were Brunswick - 21.1%; Dare - 24.1%; and Bertie - 27.0%.



Source: *N.C. Public Schools Statistical Profile*, 1984

Local Revenue And Expenditures For Public Education



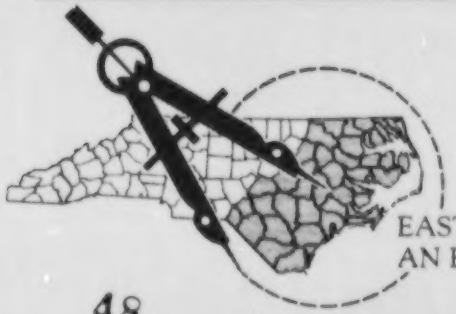
Professional Staff: Paid With Local Funds

The percent of professional staff paid from local funds varied significantly from one educational unit to another and ranged from a low of 0.0% in five school districts to 23.8% in Chapel Hill—the highest ranked unit in the state. The other high-ranked districts were Hendersonville City - 20.4%; Dare County - 17.3%; Durham County - 17.0%; and Durham City - 16.8%.

Of the five units without locally funded staff, two were in the Mountains (Clay and Madison); one was located in the Piedmont (Caswell); and two were in the Coastal Plain (Halifax and Tyrrell).

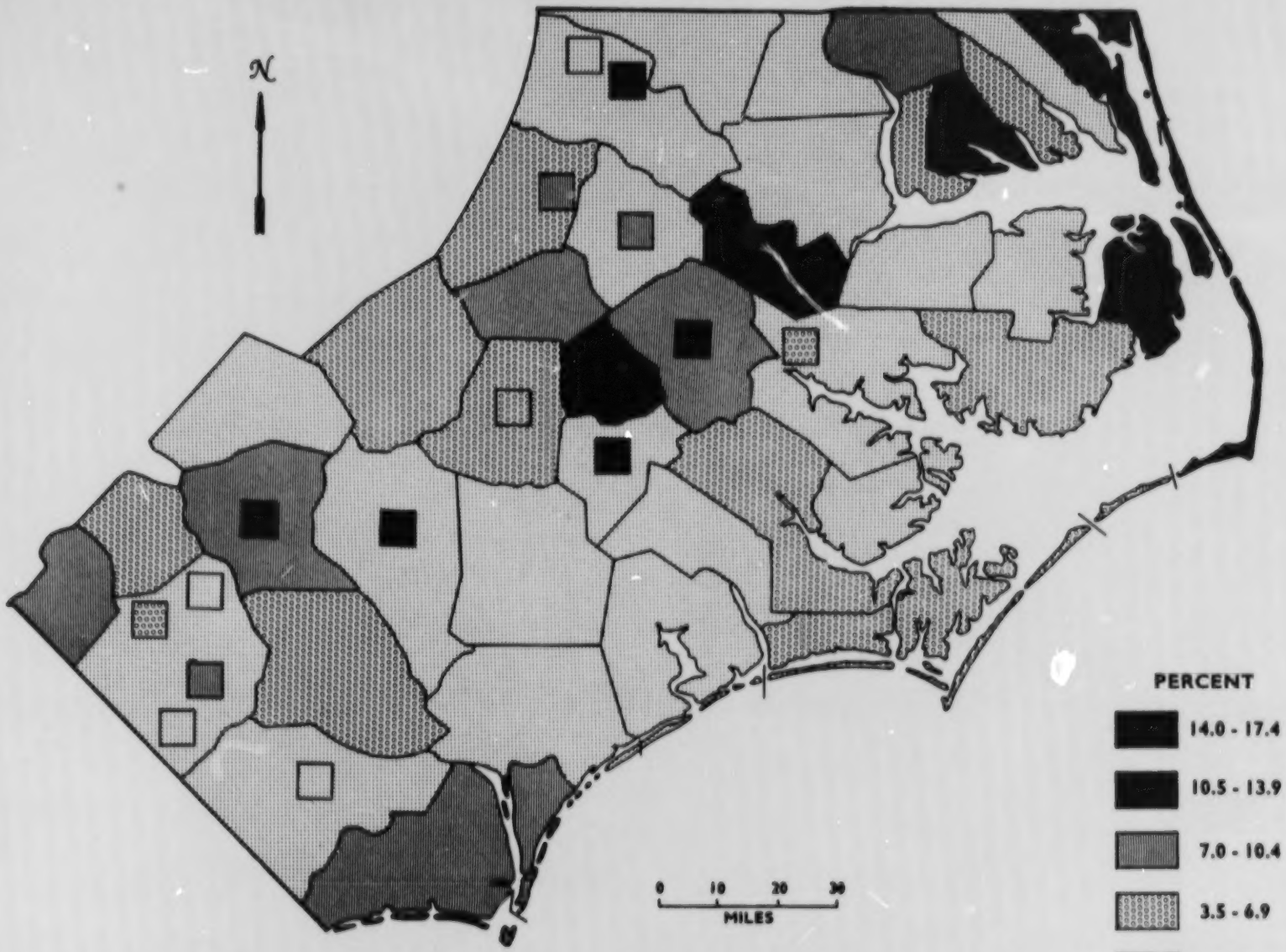
The three county units in the east with the highest percent of staff paid from local funds were Dare -17.3%; Martin - 13.0%; and Perquimans - 11.2%. The highest ranking city units were Fayetteville - 15.5%; Kinston - 13.8%; and Clinton - 13.1%.

In addition to Halifax and Tyrrell counties mentioned above, four other counties had less than 1.0% of their staff locally funded. These were Pamlico - 0.9%; Jones - 0.8%; Beaufort - 0.4%; and Bertie - 0.4%. Other low-ranking districts were located in the north, east, and south central areas of the region.



Source: N.C. Public Schools Statistical Profile, 1984

Professional Staff: Paid With Local Funds

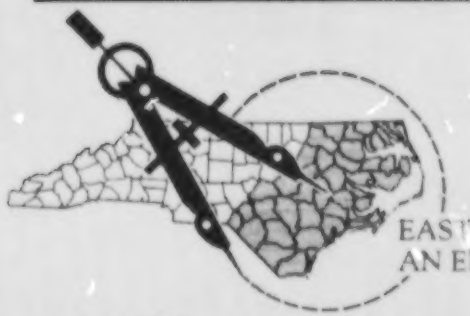


Enrollment Data: Public School Totals

There are more than one million students enrolled in the public schools of North Carolina. Their regional distribution closely corresponds to the state's overall population distribution. The Piedmont had 52.3% of the state's students; 32.9% were located in the Coastal Plain area; and 14.8% were found in the Mountains.

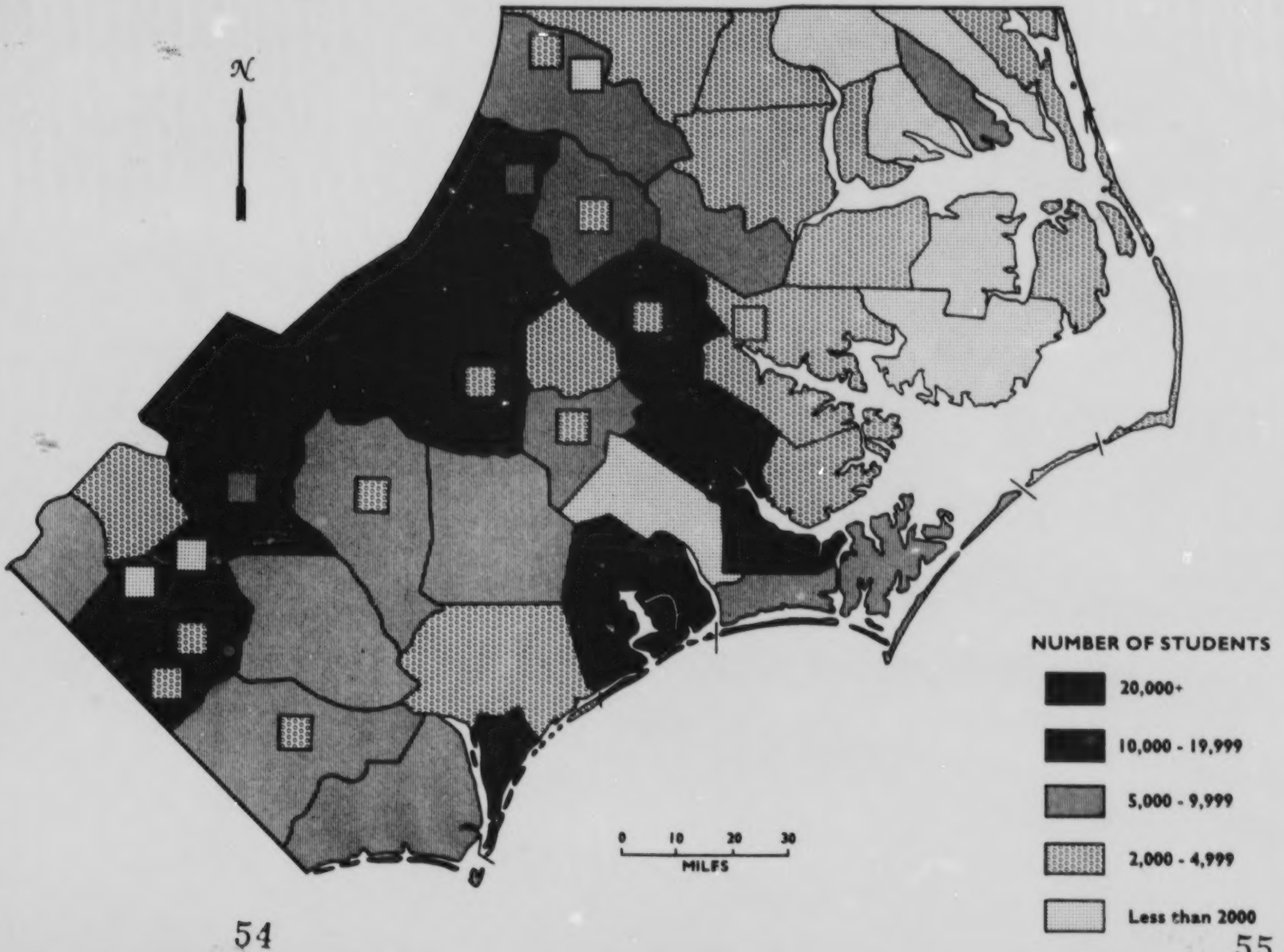
Within the Coastal Plain, county system enrollment ranged from a high of 34,279 in Cumberland County to a low of 731 in Tyrrell County. The highest-ranking city system was Fayetteville with an enrollment of 8,135.

Six counties had enrollments of less than 2000 students. They were Jones - 1781; Gates - 1669; Perquimans - 1669; Camden - 1202; Hyde - 1054; and Tyrrell - 731. These systems were concentrated in the sparsely populated northeastern Tidewater area of the region. The more populous units tended to be located in the west-central part of the area as well as several populated coastal cities.



Source: *N.C. Public Schools Statistical Profile*, 1984

Enrollment Data: Public School Totals



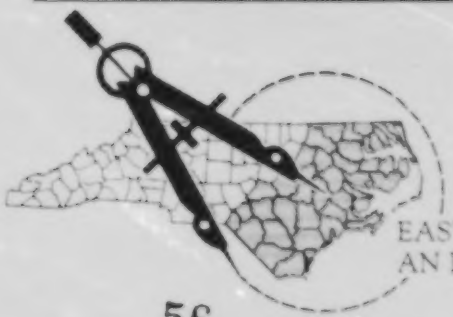
Enrollment Data: Racial Composition

The ethnic composition of North Carolina's total population was White - 75.8%; Black - 22.4%; and Other 1.8%. The ethnic composition of the statewide public school population was White - 67.2%; Black - 30.4%; and Other - 2.4%. A breakdown of regional ethnicity showed the Mountain Region to be White - 92.3%; Black - 6.6%; and Other - 1.1%. The Piedmont region was White - 69.2%; Black - 29.7%; and Other - 1.2%. The Coastal Plain region was White - 53.0%; Black - 42.0%; and Other - 5.0%. The Coastal Plain area had the largest non-white population of any region. When the Black and Other groups were combined, this region had an ethnic composition that was White - 53.0%; and Non-white - 47.0%.

There was a tendency for coastal counties to have a larger than average percentage of White students. The three county units with the largest White student population were Dare - 94.5%; Carteret - 85.8%; and Currituck - 83.6%. The city units with the largest percentage of White pupils were Roanoke Rapids - 91.3%; Whiteville - 59.7%; and Washington - 59.0%.

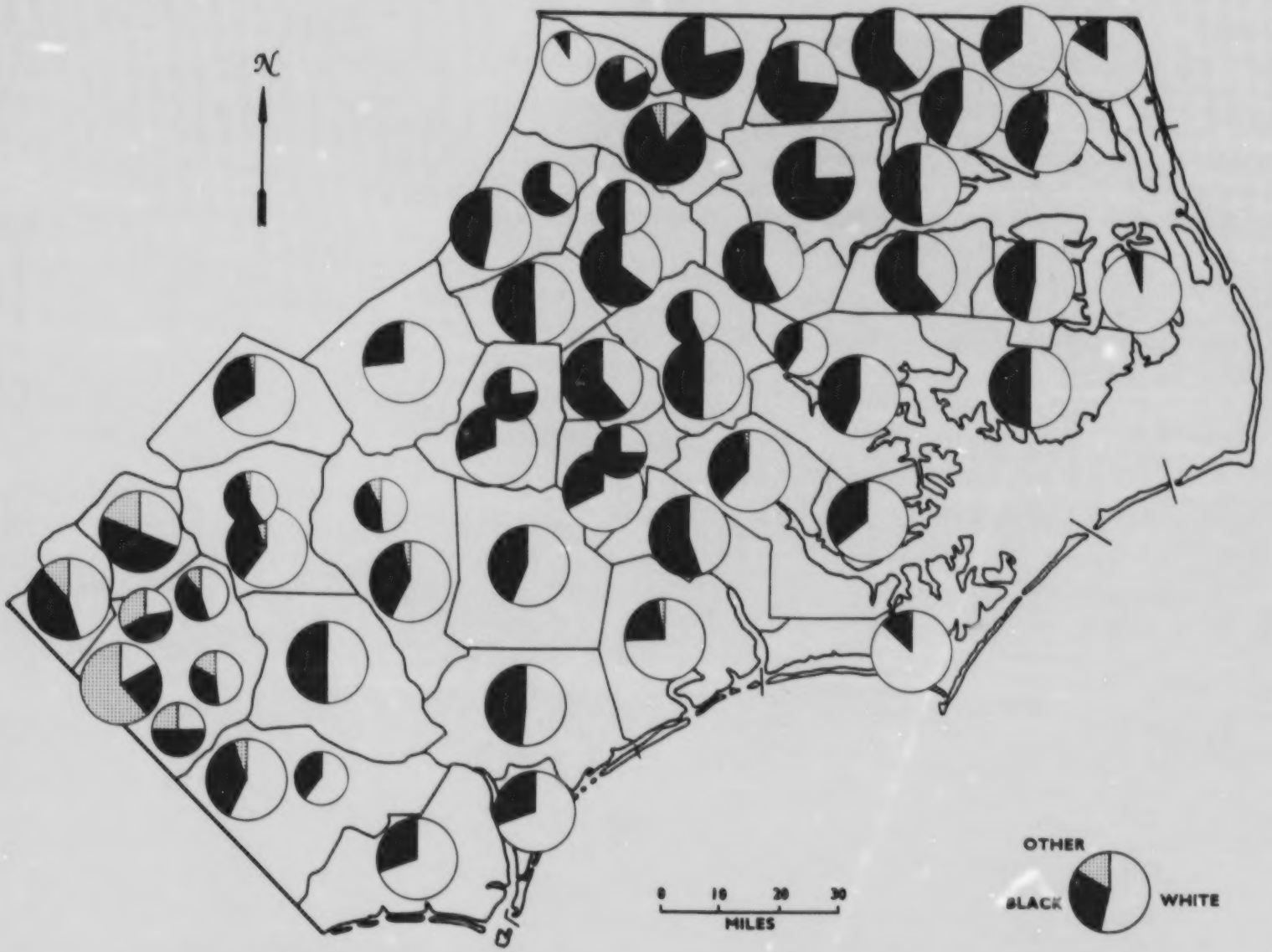
County units with a large percentage of Black students were clustered in the northern portion of the Coastal Plain region. The three largest county units were Halifax - 82.9%; Northampton - 78.5%; and Bertie - 75.4%. The three city units with the largest Black concentration were Weldon - 82.8%; Goldsboro - 77.5%; and Kinston - 74.0%.

School districts with a large percentage of Other students were located in the southwestern counties of the study area. The three largest county units for this ethnic category were Robeson - 61.8%; Hoke - 19.1%; and Scotland - 11.4%. The three largest city units in this category were all located in Robeson County. They were Red Springs - 33.7%; Fairmont - 25.9%; and Lumberton - 16.1%.



Source: *N.C. Public Schools Statistical Profile*, 1984

Enrollment Data: Racial Composition

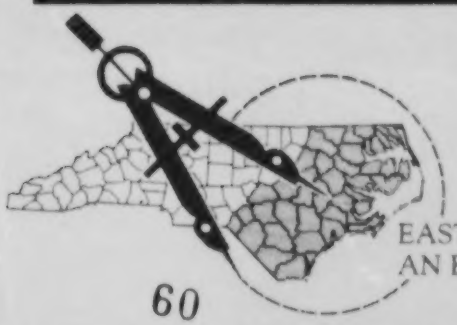


Exceptional Children As Percent Of Average Daily Membership

North Carolina's exceptional children represent 16.2% of the state's total average daily membership (ADM). The regional figures varied from a high of 17.1% in the Piedmont to a low of 14.8% in the Coastal Plain. The percentage for the Mountins was 16.4%.

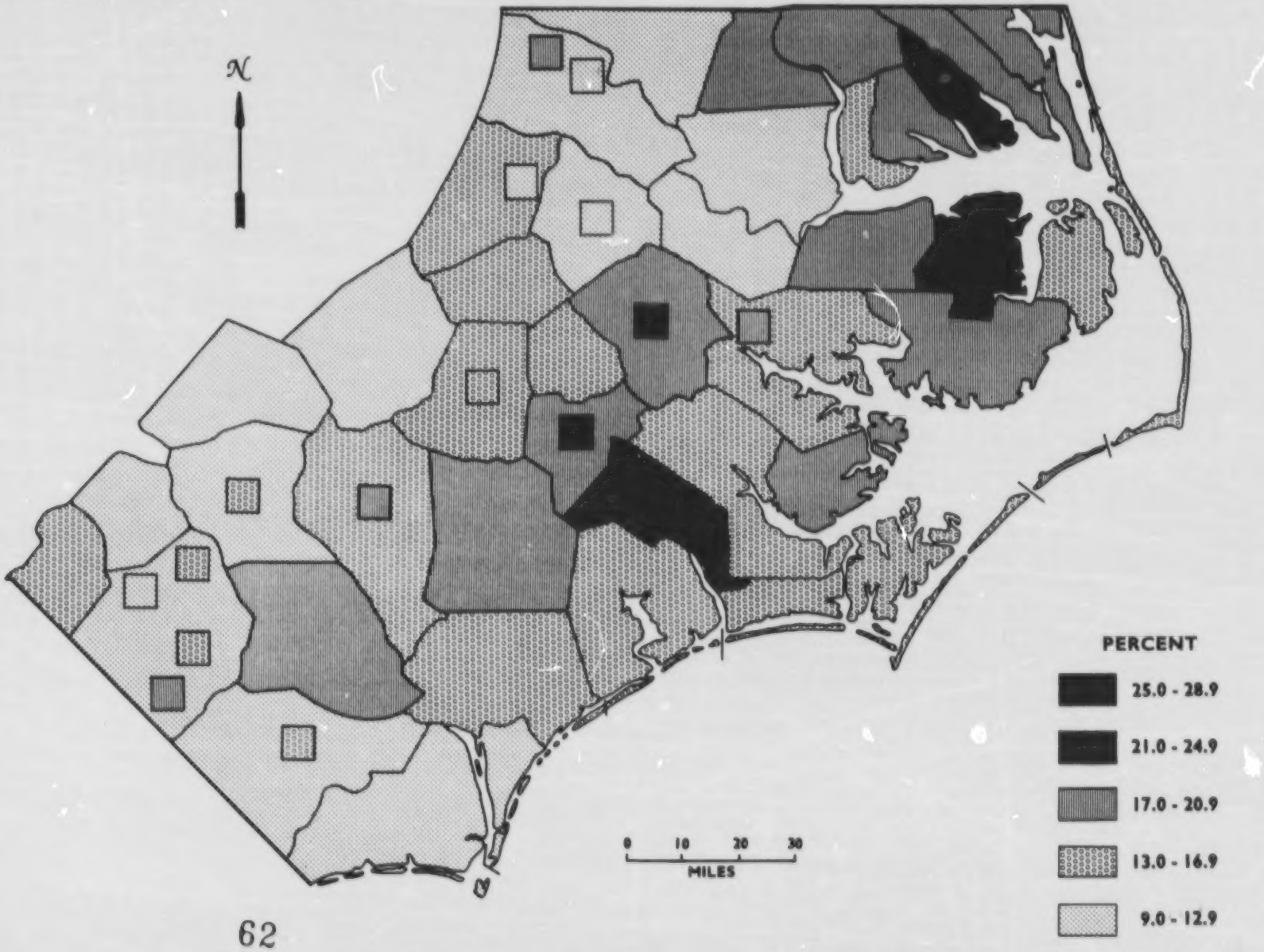
The eastern county units with the highest percentage of exceptional children per ADM were Pasquotank - 22.7%; Tyrrell - 22.6%; and Jones - 21.6%. The highest ranking city units were Greenville - 28.4%; Kinston - 24.2%; and Washington - 18.0%.

The county units with the smallest percentage of exceptional children were Columbus - 9.8%; Hoke - 10.9%; and Halifax and Robeson, both with 11.1%. The lowest ranking city units were Tarboro - 11.0%; Rocky Mount - 11.7%; and Red Springs - 12.0%.



Source: N.C. *Public Schools Statistical Profile*, 1984

Exceptional Children As Percent Of Average Daily Membership



Enrollment Data: Exceptional Programs By Category

The number of North Carolina's children enrolled in exceptional programs fell into the following categories: Academically Gifted-33.9%*; Mentally Handicapped-16.0%; Physically Handicapped-46.2%; and Emotionally Handicapped-3.9%.

The regional breakdown of each category was:

	Academically Gifted	Mentally Handicapped	Physically Handicapped	Emotionally Handicapped
Coastal Plain	28.2%	21.5%	46.4%	3.8%
Piedmont	37.9%	13.7%	44.5%	3.9%
Mountains	30.5%	13.5%	51.9%	4.1%

The Coastal Plain region had a percentage of academically gifted students lower than the state average, while its figure for the mentally handicapped was considerably higher than the state average. The regional figure for the physically handicapped was only slightly higher than the state figure; for the emotionally handicapped category, the regional figure was only slightly less than the state average.

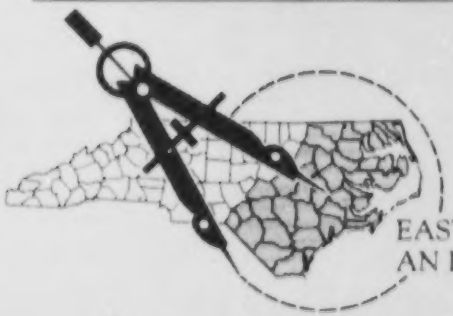
Within the Coastal Plain region, the three county units with the highest percentage of academically gifted students were Pamlico-47.2%; Perquimans - 43.4%; and Harnett-42.8%. The three highest ranking city units were Lumberton-42.5%; Tarboro-39.7%; and Greenville-38.0%.

The three counties with the highest percentage of mentally handicapped students were Halifax-51.0%; Robeson-42.6%; and Bertie-40.3%. The three highest city units were Weldon-46.7%; Red Springs-34.9%; and Goldsboro-34.5%.

Tyrrell (69.9%), Beaufort (63.9%), and Pender (59.4%) counties ranked highest in number of physically handicapped students. The three leading city units were Kinston-58.6%; Whiteville-55.5%; and St. Pauls-55.3%.

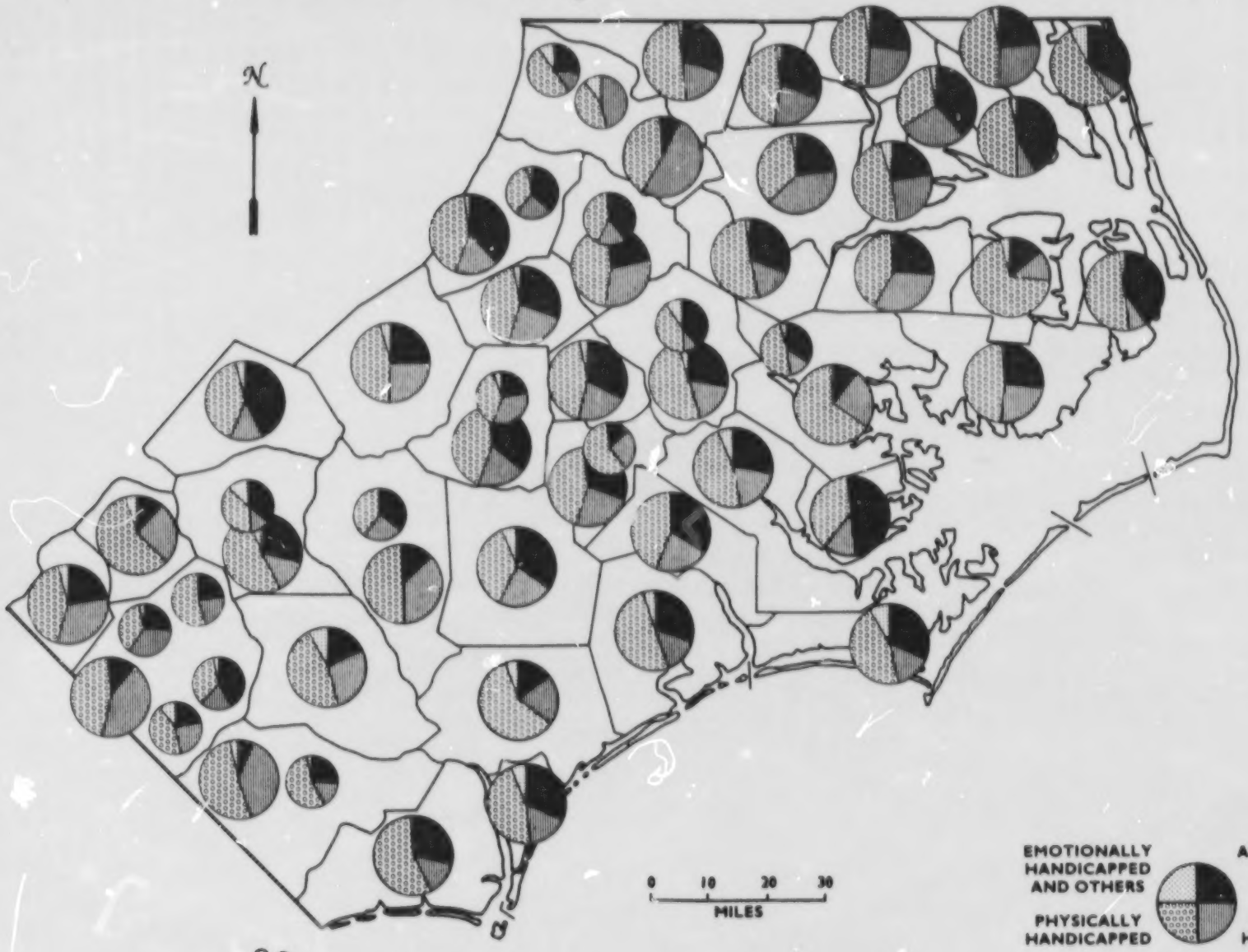
The emotionally handicapped represented the smallest category of students enrolled in exceptional programs. The three leading county units were Carteret-8.2%; Bladen-8.1%; and Currituck-7.5%. The three top city units were Weldon-10.9%; Fairmont-10.3%; and Roanoke Rapids-10.0%.

*Note: This does not mean that 33.9% of all students were enrolled in programs for the academically gifted. It does mean that of all the students enrolled in programs for exceptional young people, 33.9% were in the programs for the academically gifted.



Source: *N.C. Public Schools Statistical Profile*, 1984

Enrollment Data: Exceptional Programs By Category



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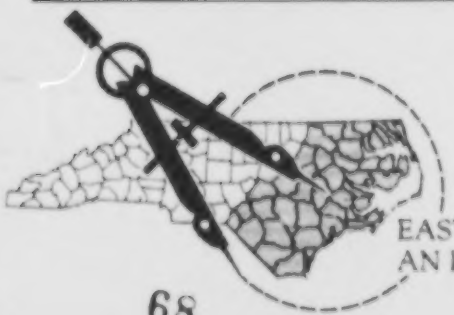
Students: Retention Rate

Caution should be exercised in interpreting non-promotion rates because promotion policies vary from one school district to another. Nevertheless, the data depicted on this map may be of value to administrators and teachers when evaluating local rates.

The Mountain region, at 4.2%, had the lowest non-promotion rate. It was followed by the Piedmont - 6.2% and Coastal Plain - 6.4%.

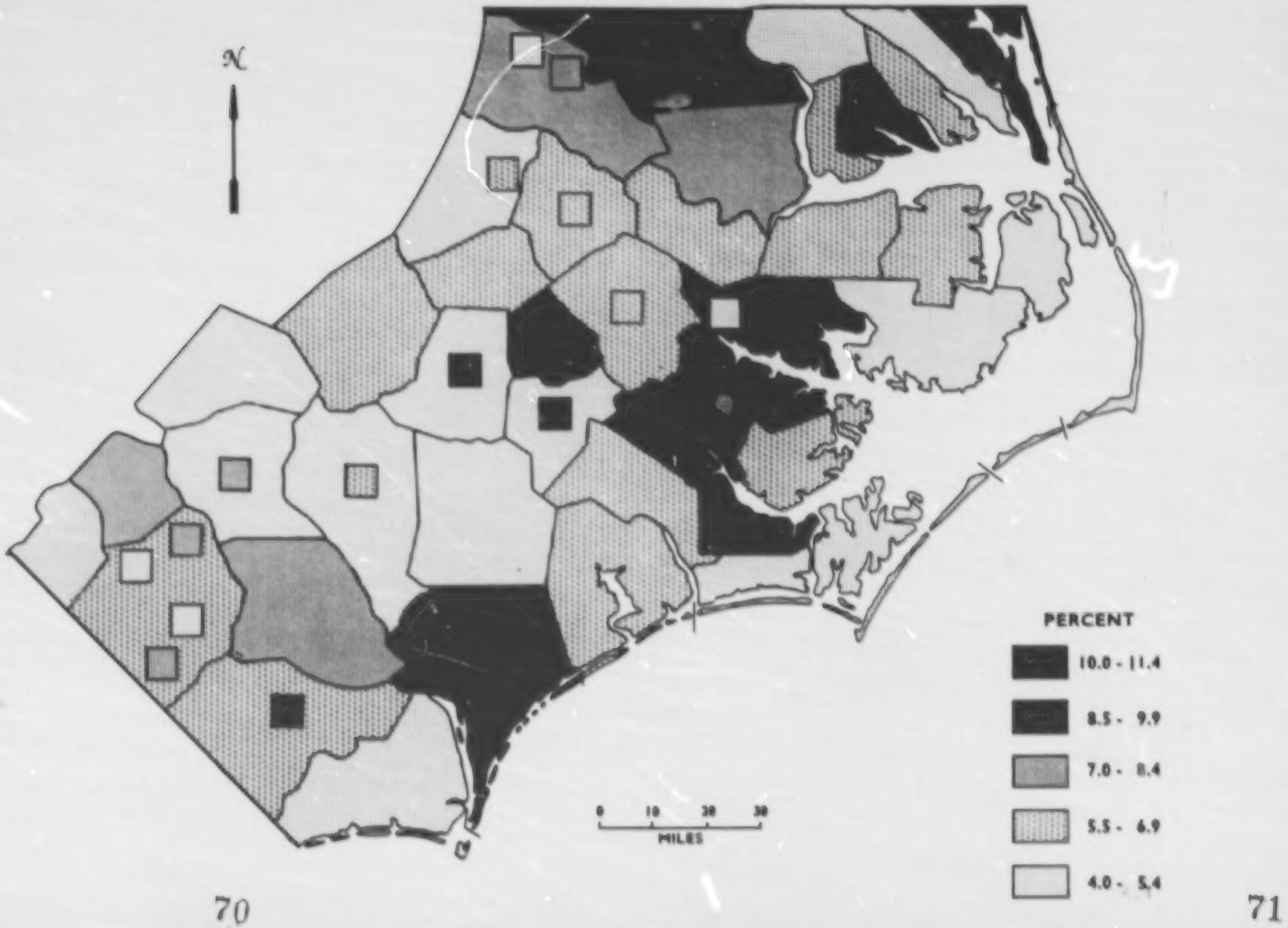
The three county units in the Coastal Plain with the highest non-promotion rates were Perquimans -11.3%; Beaufort - 10.4%; and Currituck - 9.9%. The three city units with the highest rates were Kinston - 10.6%; Goldsboro - 9.9%; and Whiteville - 8.5%.

Harnett County with 4.3% had the lowest non-promotion rate in the region. Three county units tied for second place with 4.4%: Brunswick, Camden, and Dare. Lenoir County ranked third with 4.5%. Two city units tied for first place with low non-promotion rates of 4.2%: Red Springs and Roanoke Rapids. Lumberton ranked second lowest with 4.4% and Washington ranked third with 5.0%.



Source: N.C. Public School Statistical Profile, 1984

Students: Retention Rate

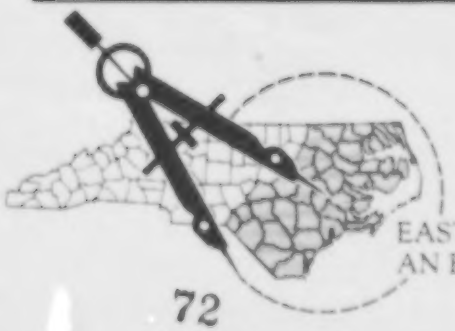


Students: Dropout Rate

North Carolina's average annual high school dropout rate was 6.7%. Regional variations ranged from a high of 7.1% in the Mountains to a low of 6.5% in the Piedmont. The rate for the Coastal Plain school districts was 6.8%. Of the 56 coastal districts, 31 had dropout rates higher than the state average.

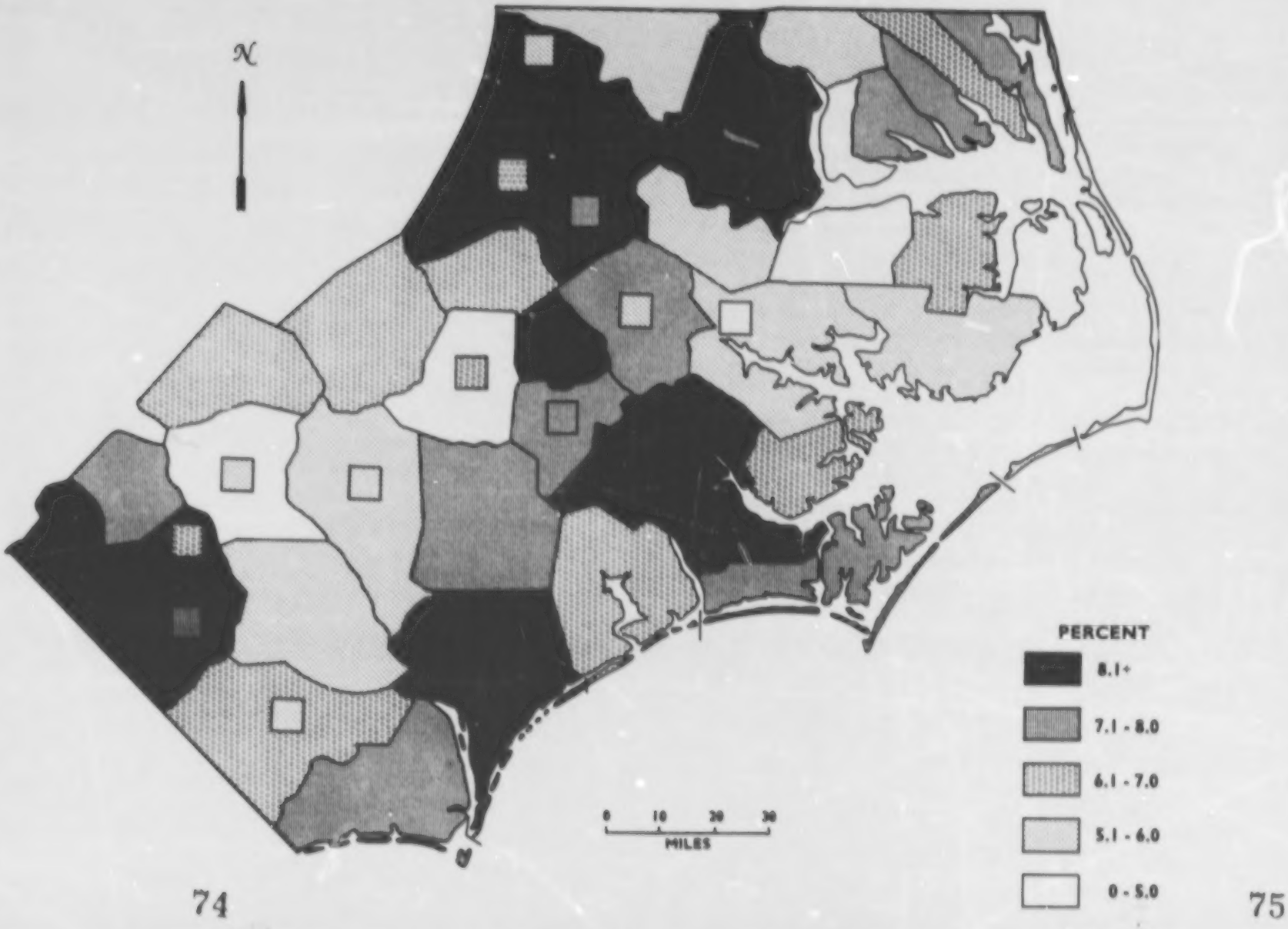
The county units with the highest dropout rates were Scotland - 8.9% and Edgecombe - 8.7%. Three counties were tied for third place, each with a dropout rate of 8.5%: Robeson, Pender, and Greene. The three city units with the highest rates were Fairmont - 9.7%; Red Springs - 8.7%; and Weldon - 8.1%.

Several districts had dropout rates considerably lower than the state average. Chowan County with 3.7% had the lowest county dropout rate in the entire state. Other counties with low rates were Washington - 4.4%; Wayne - 4.7%; Dare - 4.8%; and Cumberland - 5.0%. Washington City with 4.7% was the only municipal unit in the region with a dropout rate of 5% or less.



Source: N.C. *Public Schools Statistical Profile*, 1984

Students: Dropout Rate



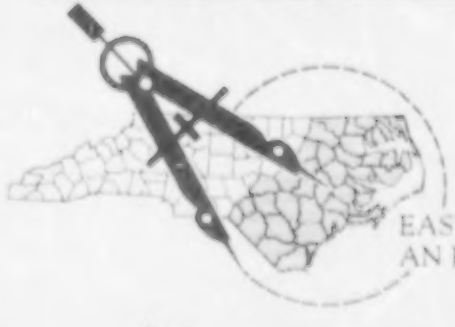
Educational Levels: Adults

Of North Carolina's population aged 25 years and over, 45.2% had less than a high school education, 27.9% were high school graduates, and 26.9% had between one and five years of post-secondary education.

The Mountain region, with 50.1%, had the largest percentage of its population having less than a high school education. The figures for the Coastal Plain and Piedmont areas were 47.0% and 42.8% respectively. The Piedmont area, with 30.2% had the largest percentage of 25-years-and-over population with some post-secondary education. It was followed by the Coastal Plain region - 23.5% and the Mountains - 22.2%.

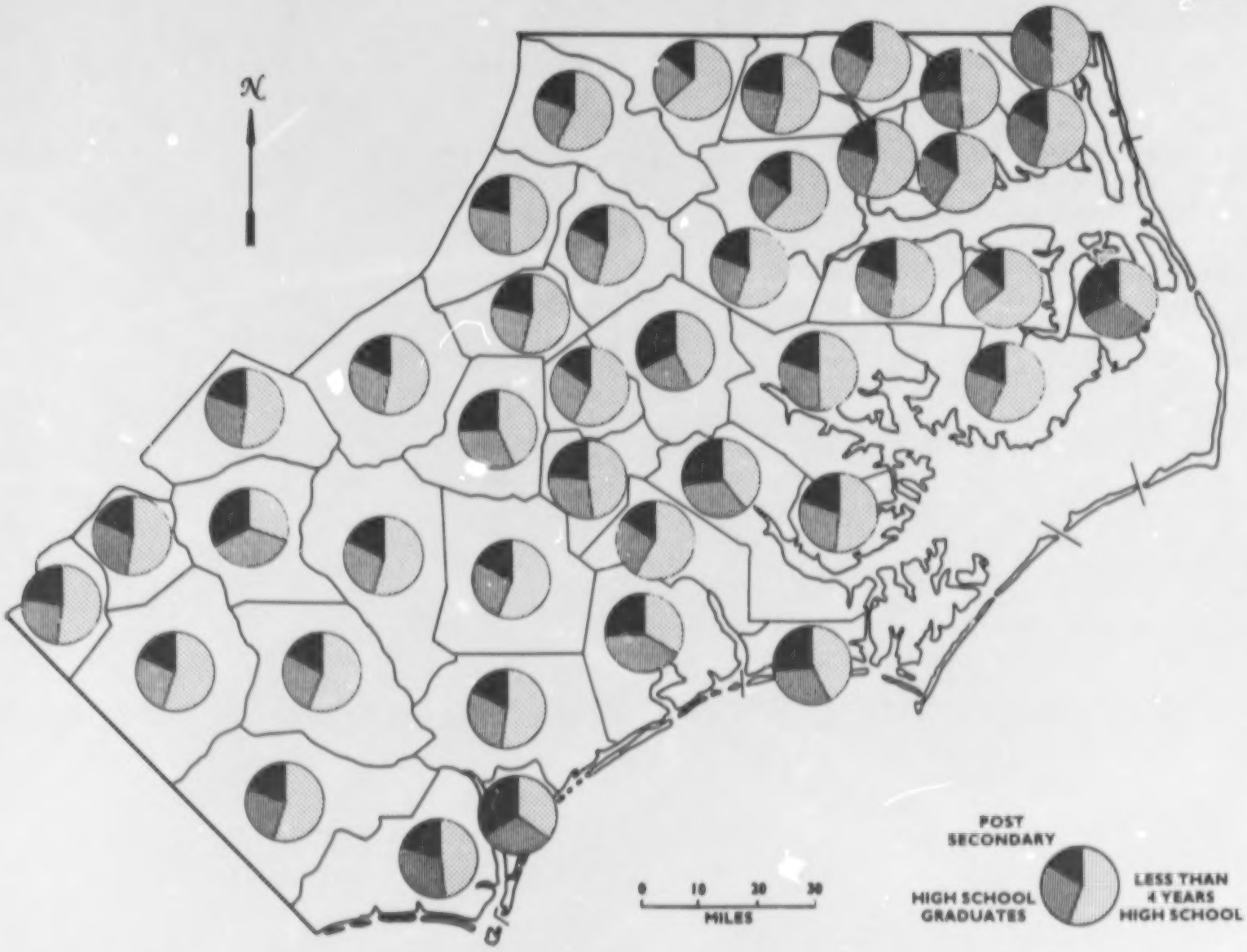
Within the Coastal Plain area, 33 counties had percentages higher than the regional average (47.0%) for their population with less than 4 years of high school. The highest ranking counties were Tyrrell - 64.2%; Northampton - 64.0%; and Bertie - 62.1%.

Ten counties also had percentages higher than the regional average (23.5%) for their population with some post secondary education. The three top-ranked counties in this category were New Hanover 33.0%; Cumberland - 32.7%; and Pitt - 32.1%.



Source: U.S. Census Bureau, N.C., 1980

Educational Levels: Adults

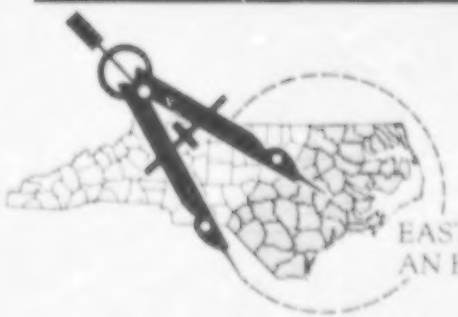


High School Graduates: Intentions

Of the state's high school graduates, 32.4% expressed intentions to enroll in a senior institution of higher learning; 29.8% planned to attend a community/junior college or trade/business school; 14.9% intended to enter the military; and 22.9% planned to seek employment.

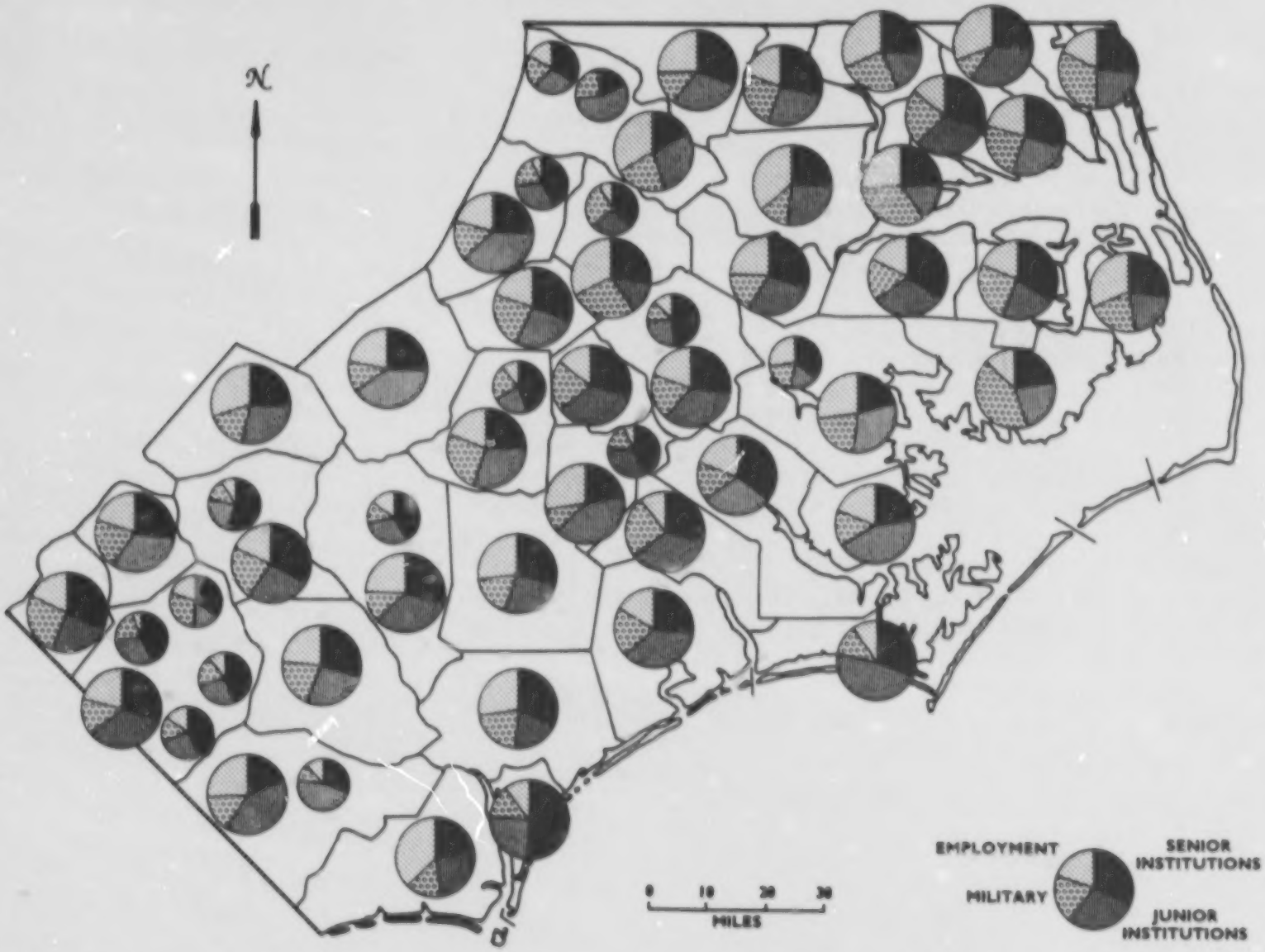
On a regional basis, the Piedmont had the highest percentage of those entering a senior institution of higher learning - 35.1%; the Mountains, with 33.1%, had the largest percentage attending junior colleges/business schools; the Coastal Plain led in the military category - 18.5%; and the Mountain area had the largest percentage of students planning to enter the work force - 28.4%.

Within the Coastal Plain region, the three systems with the highest percentage of students planning to attend senior institutions were Fayetteville - 54.8%; New Hanover County - 49.5%; and Greenville - 48.2%. For the junior institution and trade/business school category, the leading districts were Weldon - 54.9%; Whiteville - 47.8%; and Carteret County - 47.7%. The systems with the highest percentage of students entering the military were Hyde - 42.1%; Chowan - 33.2%; and Currituck - 32.2%. Within the employment category, the leading units were Brunswick 37.5%; Bertie - 36.4%; and Halifax - 33.3%.



Source: N.C. *Public Schools Statistical Profile*, 1984

High School Graduates: Intentions



19

Teachers: Sex And Race

The racial composition of the North Carolina teaching force was Whites - 78.5%; Blacks - 20.4%; and Others - 1.1%. Of the total number of Teachers, 78.9% were Females.

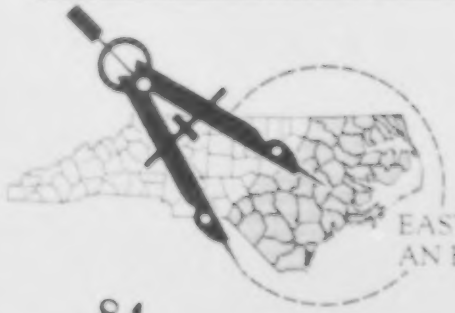
The Coastal Plain area had the highest percentage of Females (79.7%), the highest percentage of Blacks (28.3%), and the highest figure for Other (2.8%) teachers.

Female teachers outnumber Males in all school districts. The three Coastal Plain units with the highest percentage of Females were Rocky Mount - 86.5%; Gates County - 85.4%; and Fairmont - 85.0%. The three county units with the highest percentages of Male teachers were Hyde - 34.4%; Dare - 32.1%; and Tyrrell - 31.7%. Rocky Mount, with 13.5%, had the lowest percentage of Male teachers.

Three eastern units had White teacher percentages appreciably above the state average (78.5%). They were Dare - 97.3%; Roanoke Rapids - 96.5%; and Carteret - 90.4%.

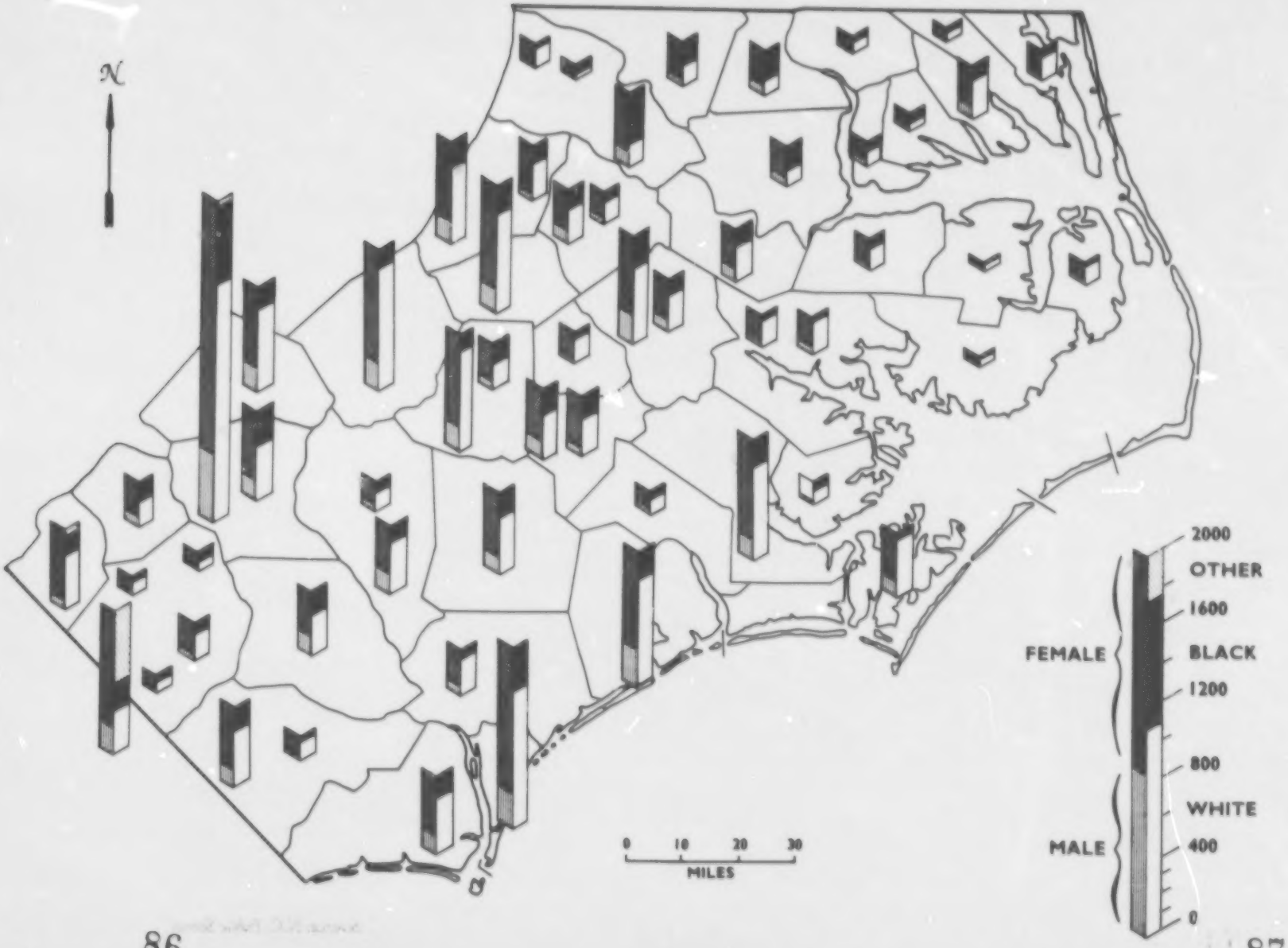
The three educational units with the highest percentages of Black teachers had figures that were more than three times higher than the state average (20.4%). There were Halifax - 72.4%; Weldon - 63.9%; and Northampton - 61.1%. Dare County, with 2.7%, had the lowest percentage of Black teachers.

Twenty-six of the Coastal Plain districts had no teachers categorized as Other. The leading units for this category were Robeson - 49.2%; Fairmont - 12.5%; and Red Springs - 11.0%. This ethnic category was dominant in the southern area of the region while Blacks were dominant in five nothern districts. Whites tended to be dominant in most other units with a disproportionate dominance in a number of coastal counties and selected city units.



Source: *N.C. Public School Statistical Profile, 1984*

Teachers: Sex And Race



Administrators: Sex And Race

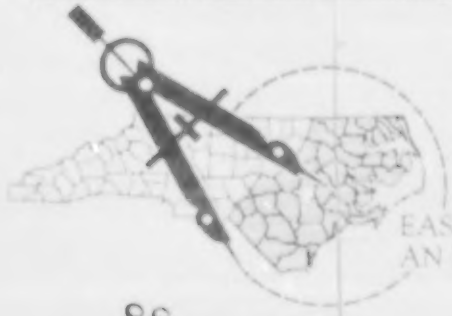
The gender composition of North Carolina's public school administrators was Males (76.7%) and Females (23.3%). The ethnic breakdown was White - 78.5%; Black - 20.6%; and Other - 0.9%.

The Mountain region had the highest percentage of both Male (83.2%) and White (96.3%) administrators. The Piedmont area had the highest percentage of Females (25.7%). The Coastal Plain led the other regions with the highest percentage of minority administrators.

Within the Coastal Plain region, Males outnumbered Female administrators in all districts while Whites outnumbered minority administrators in all but five units.

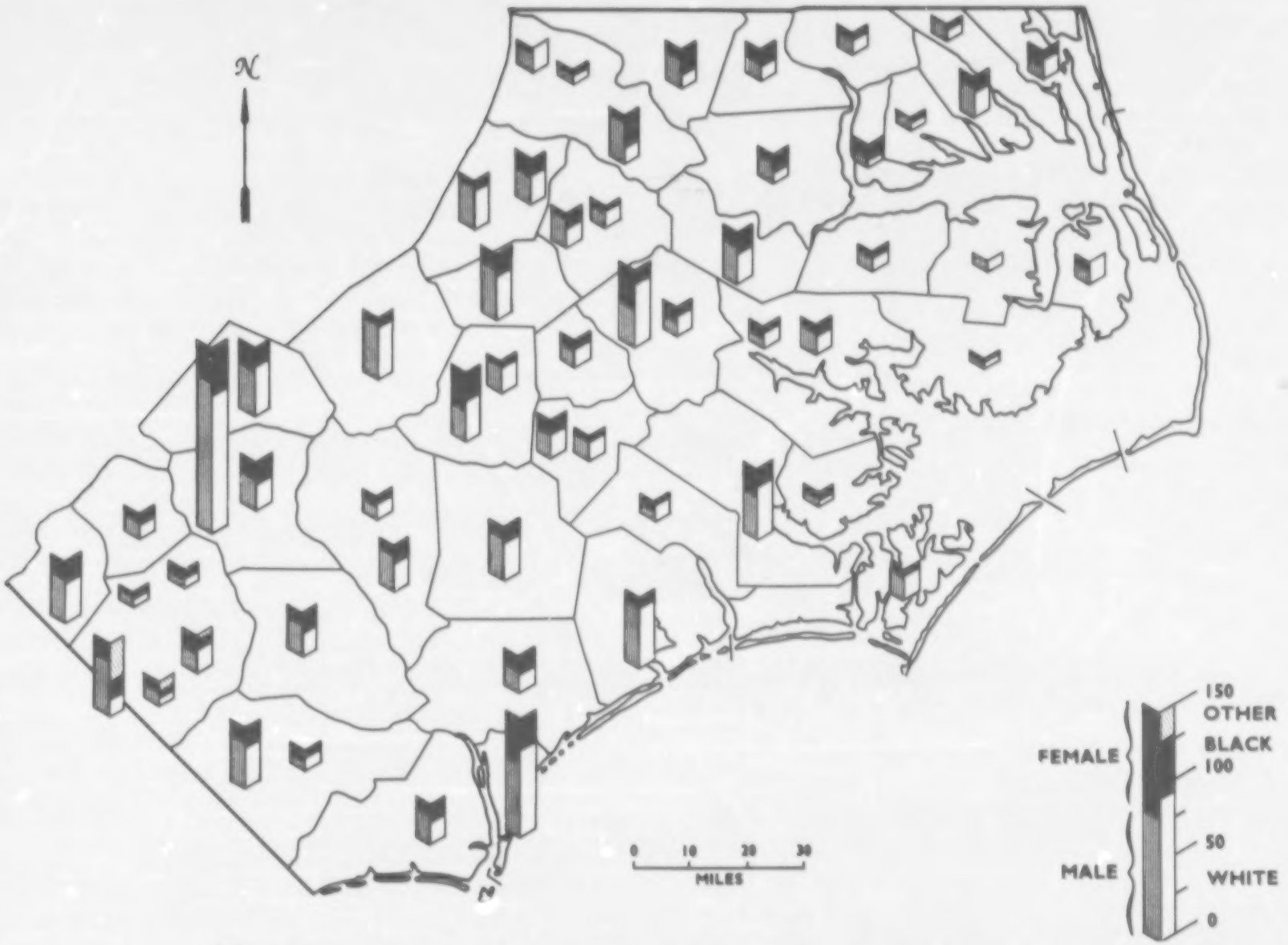
Three educational units had all Male administrative staffs: Camden, Perquimans, and Tyrrell. The three units with the highest percentage of Female administrators were Pitt - 42.9%; Greenville - 40.0%; and Currituck - 40.0%.

Three units had all White administrators Dare, Roanoke Rapids, and Tyrrell. The highest percentage of Black administrators occurred in three northern districts: Halifax - 66.7%; Northampton - 64.0%; and Bertie - 63.2%. Only seven of the region's districts had administrators categorized as "Other". The three leading units were Robeson - 54.4%; Fairmont - 27.3%; and Lumberton - 8.7%.



Source: N.C. Public School Statistical Profile, 1984

Administrators: Sex And Race

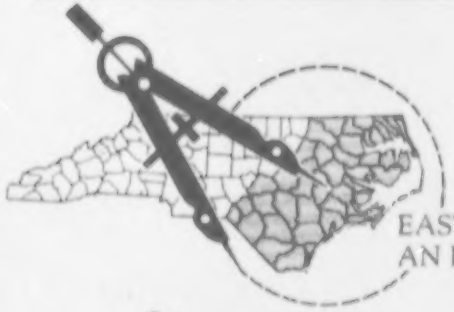


21

Professional Staffs: Degrees

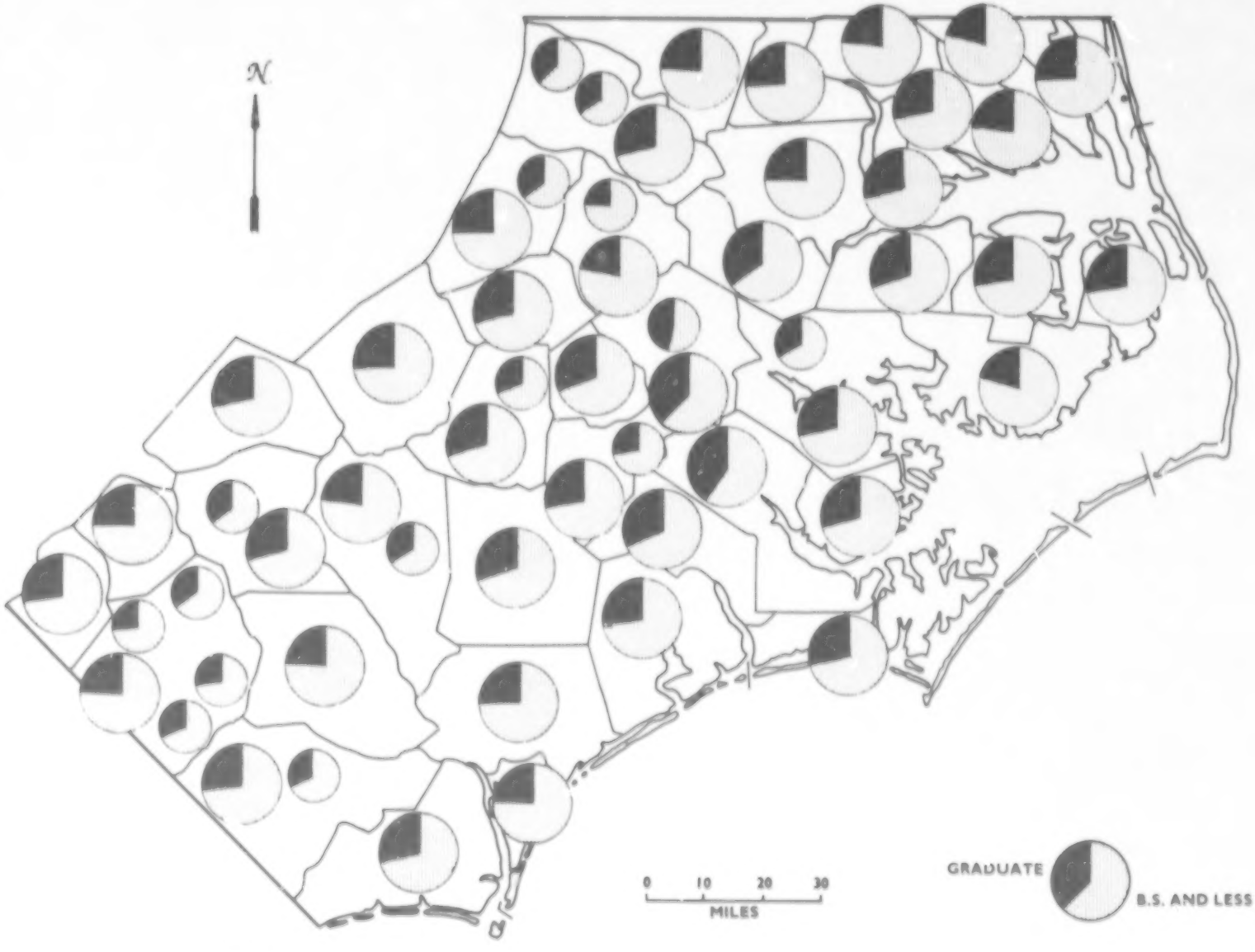
Of North Carolina's public school personnel, 65.4% held a bachelors degree or less, while 34.6% had graduate degrees. The Mountains had the highest percentage (37.9%) of those with graduate degrees and was followed by the Piedmont (37.1%) and Coastal Plain (29.2%).

In the graduate degree category, the three leading county units were Craven - 40.6%; Pitt - 37.8%; and Martin - 34.9%. It should be noted that Craven and Martin counties are adjacent to Pitt County, the home of the state's largest teacher training institution. The three highest ranking city units were Greenville - 46.7%; Weldon - 37.1%; and St. Pauls - 35.0%.



Source: *N.C. Public Schools Statistical Profile*, 1984

Professional Staffs: Degrees



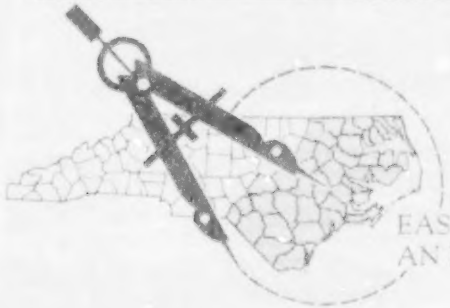
Reading Achievement: Grade 1

Note: The following ten maps provide information on student performance in reading and mathematics. Each year the California Achievement Test is administered to students in grades 1, 2, 3, 6, and 9. The current performance of North Carolina students is compared with national performance averages that were calculated in 1976. For example, in 1984 the average first-grade student in North Carolina had a percentile rank of 65 on the reading test. This means that when the current performance in North Carolina is compared with 1976 national performance the average student in North Carolina scored well above the national average.

The state average for first grade reading scores was 65 and varied from a high of 87 in the Burlington system to a low of 40 in Tyrrell County.

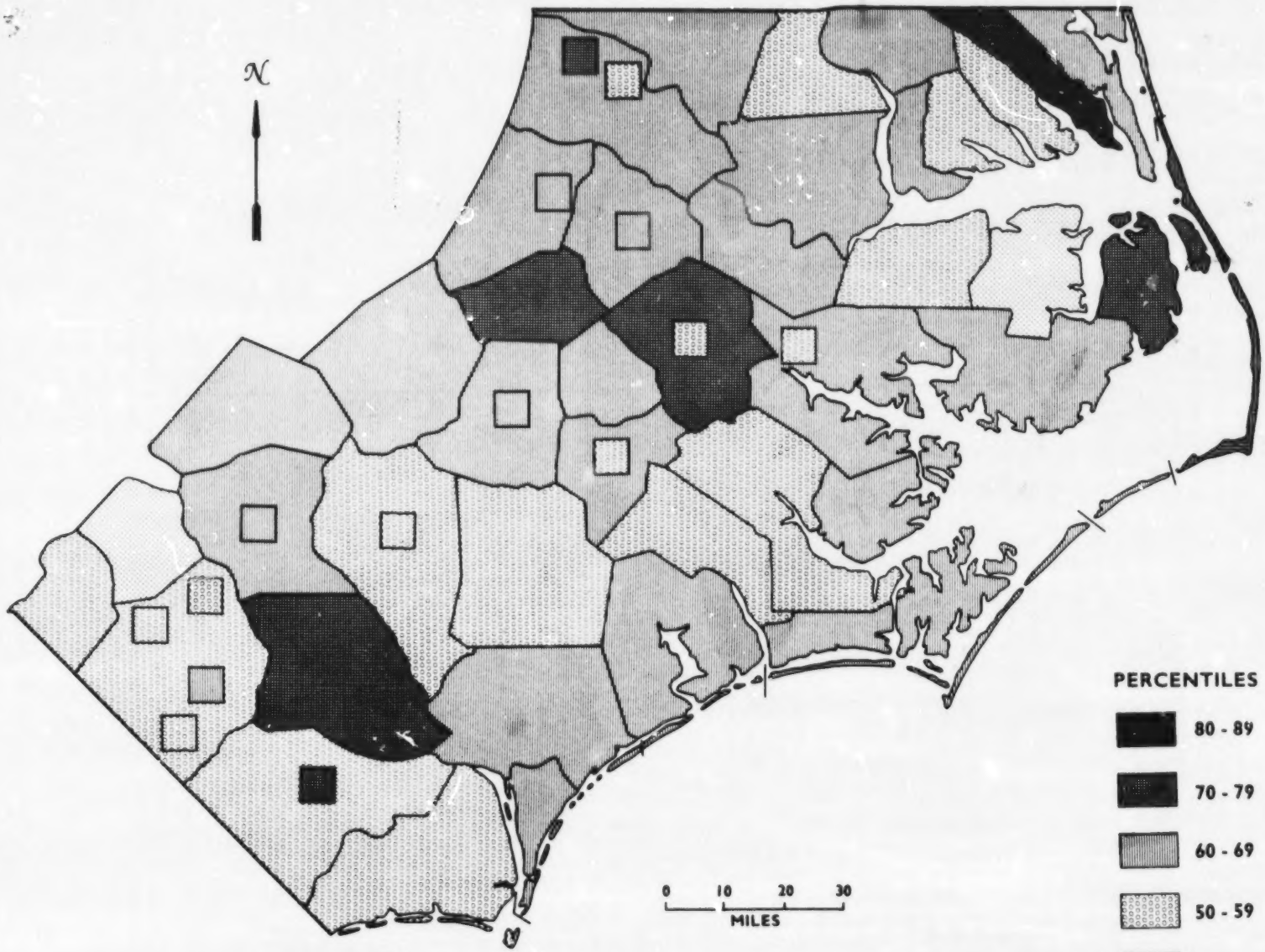
The three highest ranking county units in the east were Camden - 85; Dare and Wilson - both with 75; and Bladen - 72. The three highest city units were Roanoke Rapids - 76; Whiteville - 70; and Tarboro - 65.

The three lowest scoring county units were: Tyrrell - 40; Hoke - 49; and Duplin - 51. The lowest ranking city systems were: Clinton - 50; Fairmont - 51; and St. Pauls - 53.



Source: NCDPI, Division of Research, 1984

Reading Achievement: Grade 1

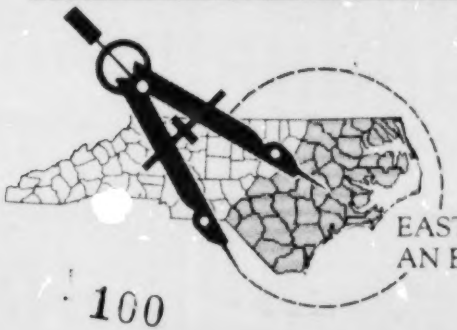


Mathematics Achievement: Grade 1

The state average for first-grade grade mathematics scores was 74. Statewide scores ranged from a high of 92 in Camden County to a low of 48 in Tyrrell County.

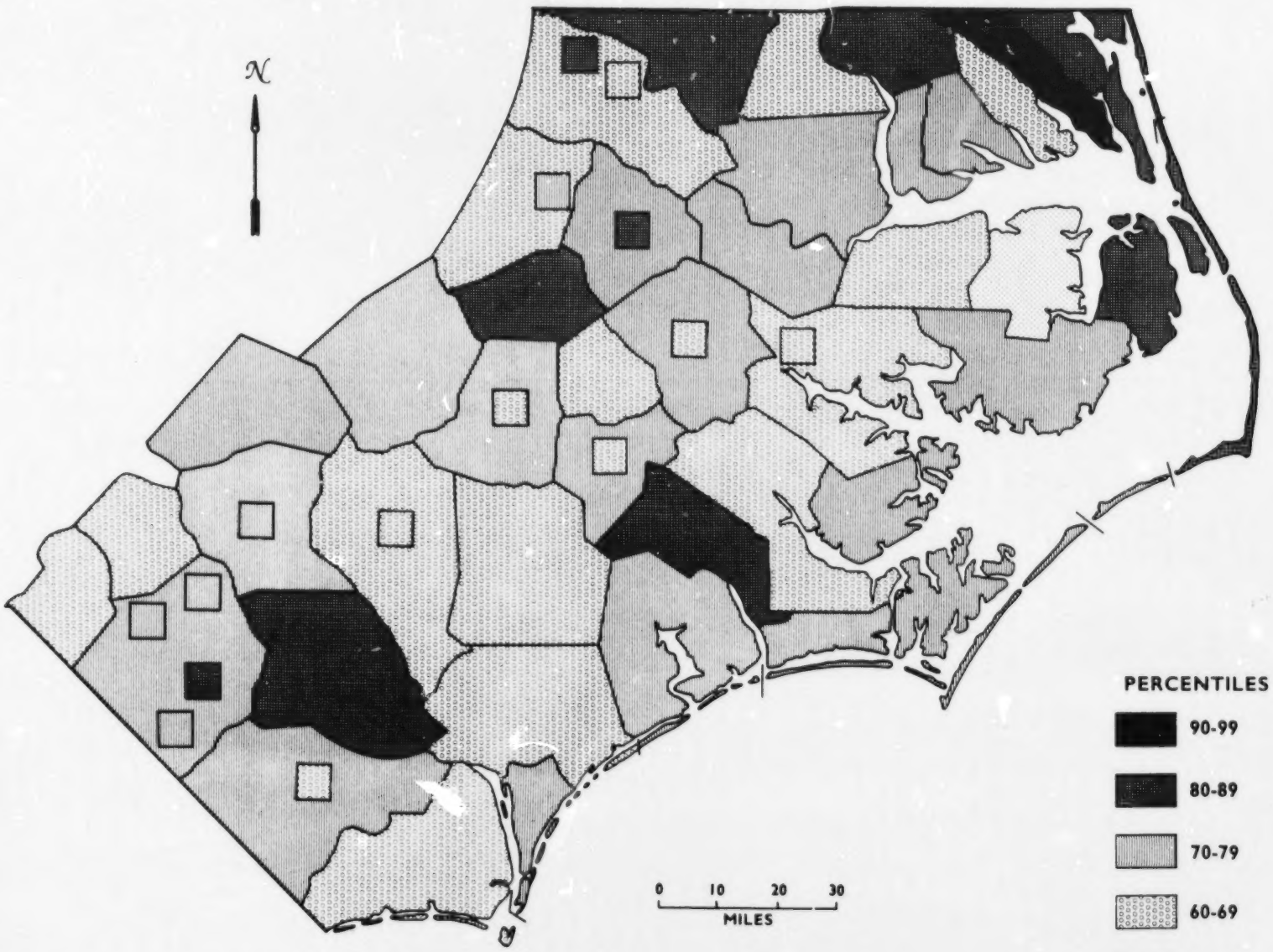
The three highest ranking county systems in the east were Camden - 92; Gates - 87; and Jones - 85. The highest ranking city units were Roanoke Rapids - 85; Tarboro - 81; and Fayetteville - 79.

The lowest ranking county units in the region were Tyrrell - 48; Brunswick - 60; and Craven and Greene, each with scores of 63. City units with the lowest rankings were Goldsboro - 60; Clinton - 61; and Red Springs - 64.



Source: NCDPI, Division Of Research, 1984

Mathematics Achievement: Grade 1

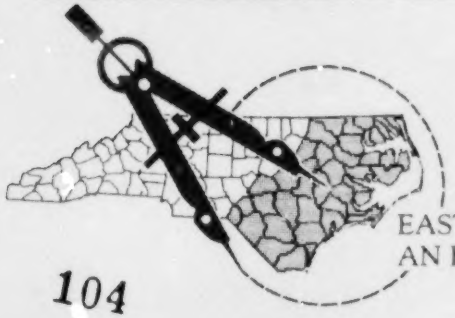


Reading Achievement: Grade 2

The average second-grade reading score for North Carolina was 61. It ranged from a high of 83 in Camden County to a low of 36 in Anson County. Percentile rankings higher that the state average were earned by 17 of the 56 school districts considered in this report.

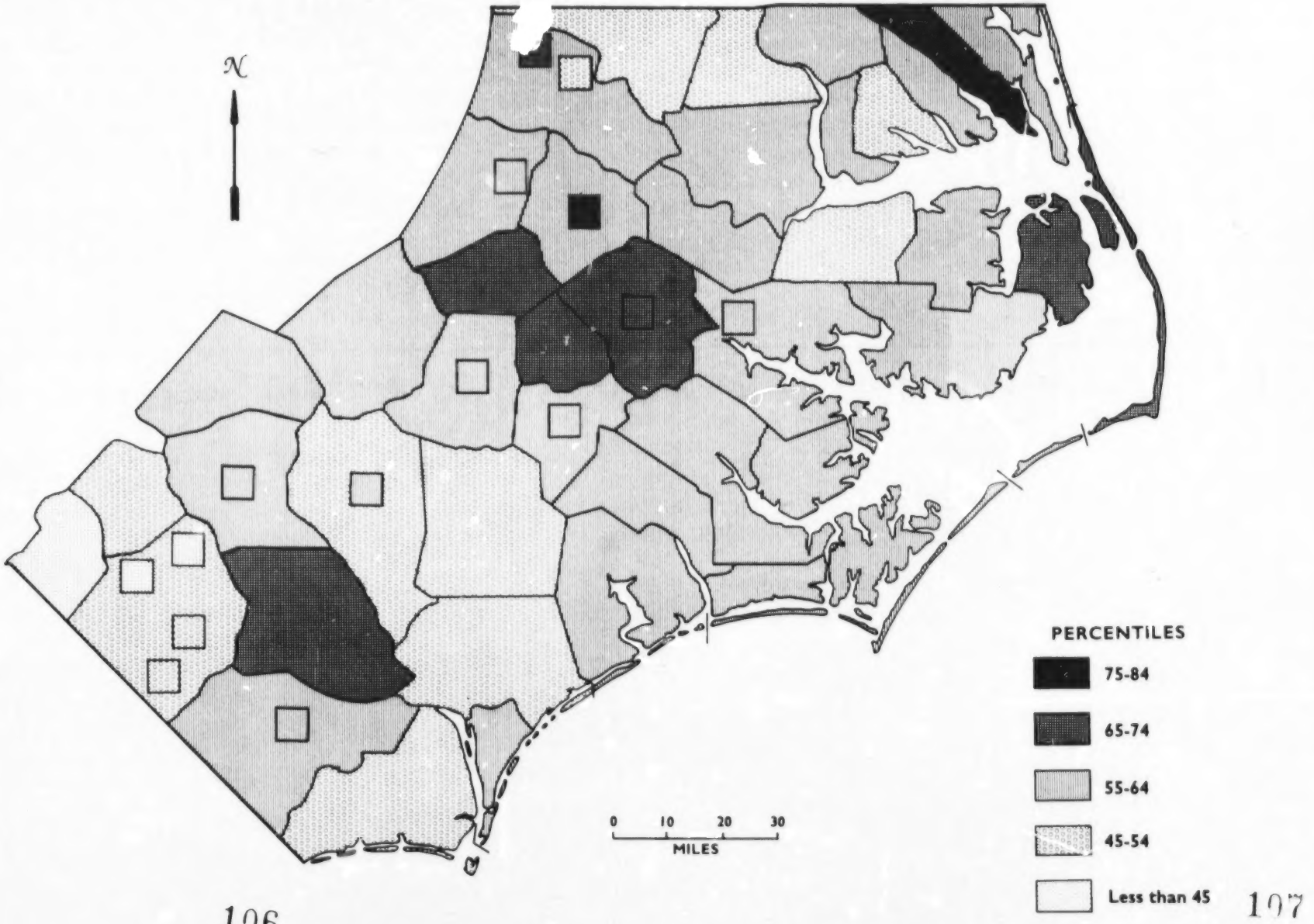
The three highest ranking county systems in the east were Camden - 83; Dare - 70; and Wilson - 69. The highest ranking city units were Tarboro - 76; Roanoke Rapids and Greenville, both with 66; and Whiteville - 64.

The lowest ranking county systems were Scotland - 43; Hoke, Robeson, and Washington, each with 46; and Pender and Perquimans, both with scores of 48. The lowest ranking city units were Red Springs - 41; St. Pauls - 44; and Weldon - 54.



Source: NCDPI, Division of Research, 1984

Reading Achievement: Grade 2

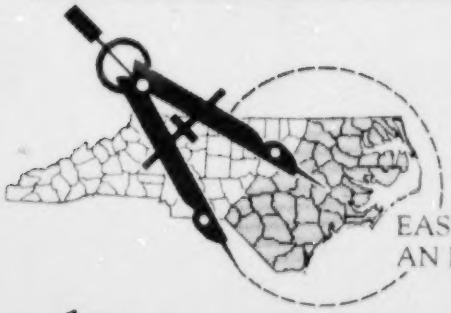


Mathematics Achievement: Grade 2

The average second-grade mathematics score for the state was 70. The figures ranged from a high of 86 in Camden County to a low of 51, a score occurring in both Pender County and the Franklinton city system, located in Franklin County. Scores higher than the state average were earned by 14 of the Coastal Plain's 56 school systems.

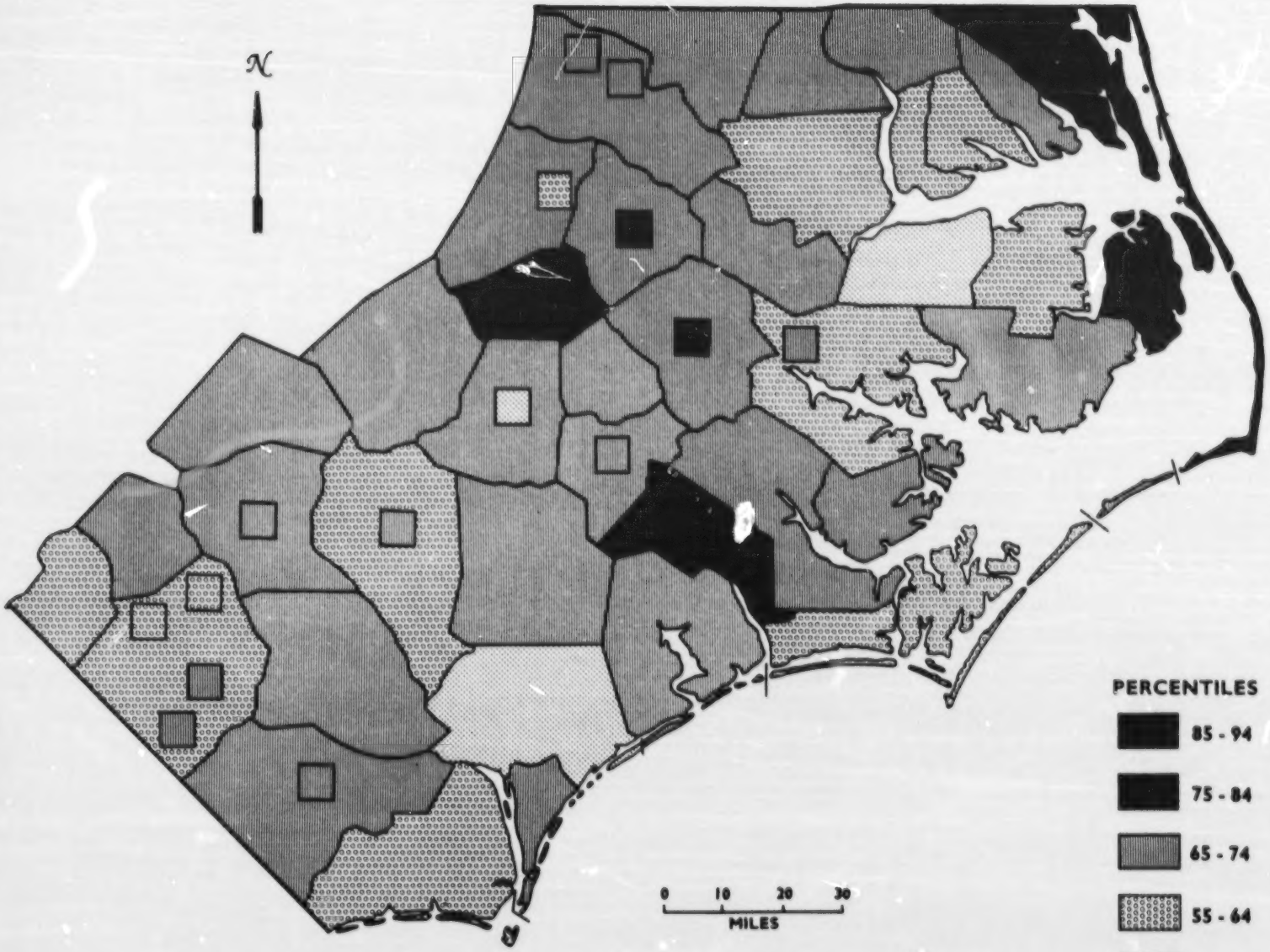
The three highest ranking county units in the region were Camden - 86; Dare - 80; and Currituck - 78. The highest ranking city systems were Tarboro - 82; Greenville - 75; and Roanoke Rapids - 74.

The lowest ranking county units were Pender - 51; Washington - 53; and Brunswick - 57. The city units with the lowest scores were Goldsboro - 53; Red Springs - 60; and Rocky Mount - 62.



Source: NCDPI, Division of Research, 1984

Mathematics Achievement: Grade 2

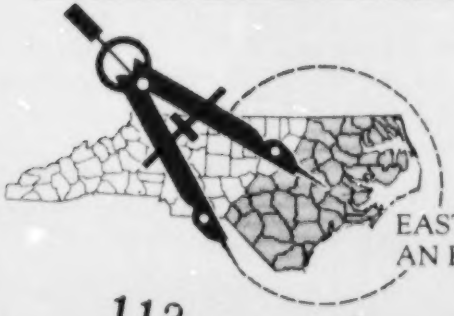


Reading Achievement: Grade 3

The state's average third-grade reading percentile was 60. Scores ranged from a high of 79 in the Chapel Hill/Carrboro system to a low of 39 in Anson County. Scores higher than the state average (60) were made by 11 of the 56 school systems in the Coastal Plains.

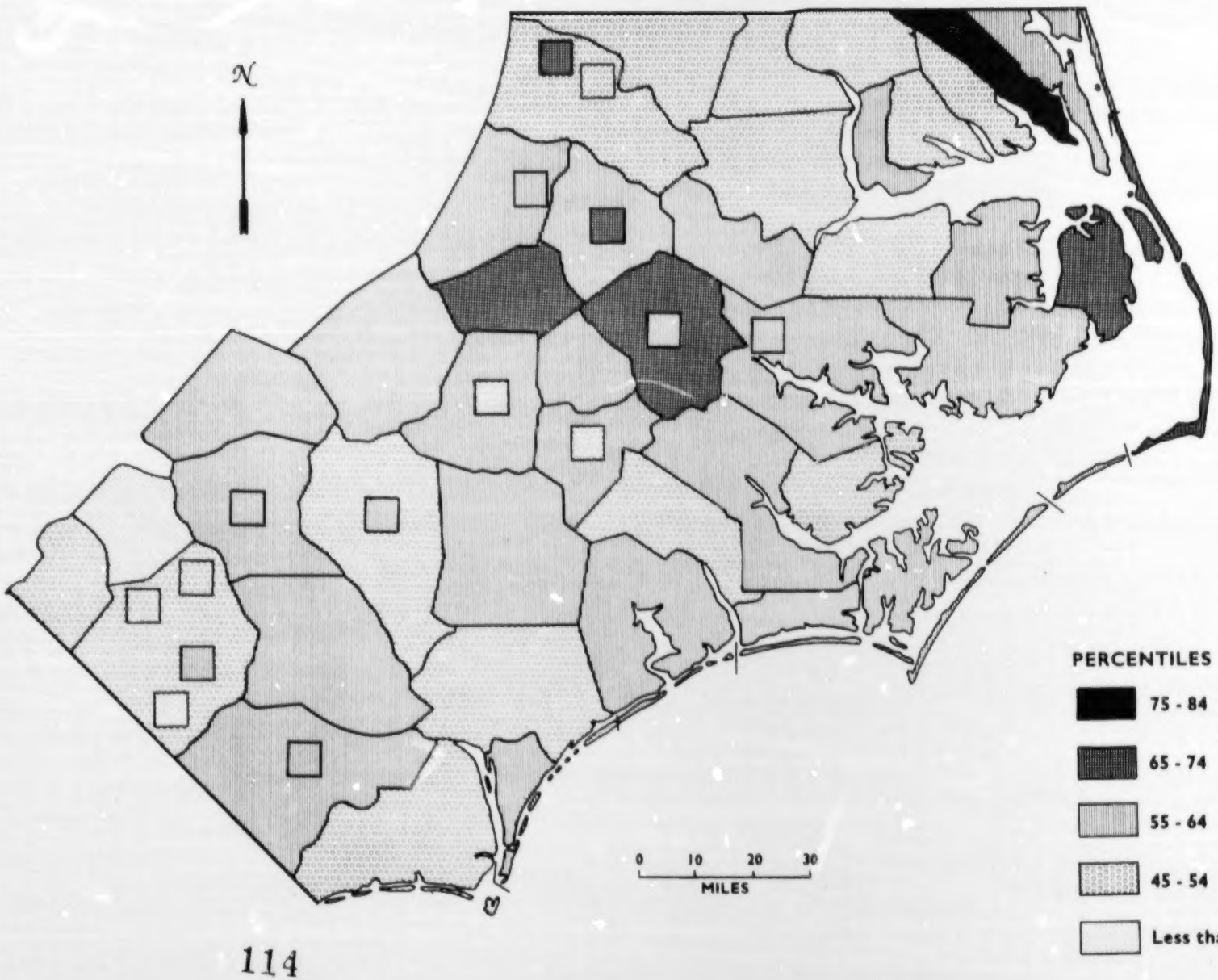
The three highest ranking county systems were Camden - 76; Wilson - 68; and Pitt - 66. The three leading city units were Roanoke Rapids - 70; Tarboro - 67; and Greenville - 62.

The county units with the lowest scores were Hoke - 43; Northampton - 46; and Robeson - 48. The lowest ranked city units were Fairmont - 40; St. Pauls - 48; and Goldsboro, Red Springs, and Weldon, each with a score of 51.



Source: NCDPI, Division of Research, 1984

Reading Achievement: Grade 3



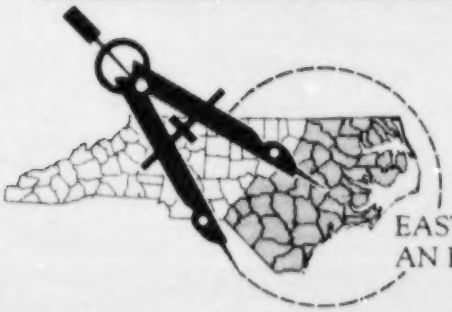
27

Mathematics Achievement: Grade 3

North Carolina's average third-grade mathematics percentile was 66. The scores ranged from a high of 82 in the Chapel Hill/Carrboro system to a low of 47 in the St. Pauls unit (Robeson County). Scores higher than the state average (66) were earned by 15 of the region's 56 school systems.

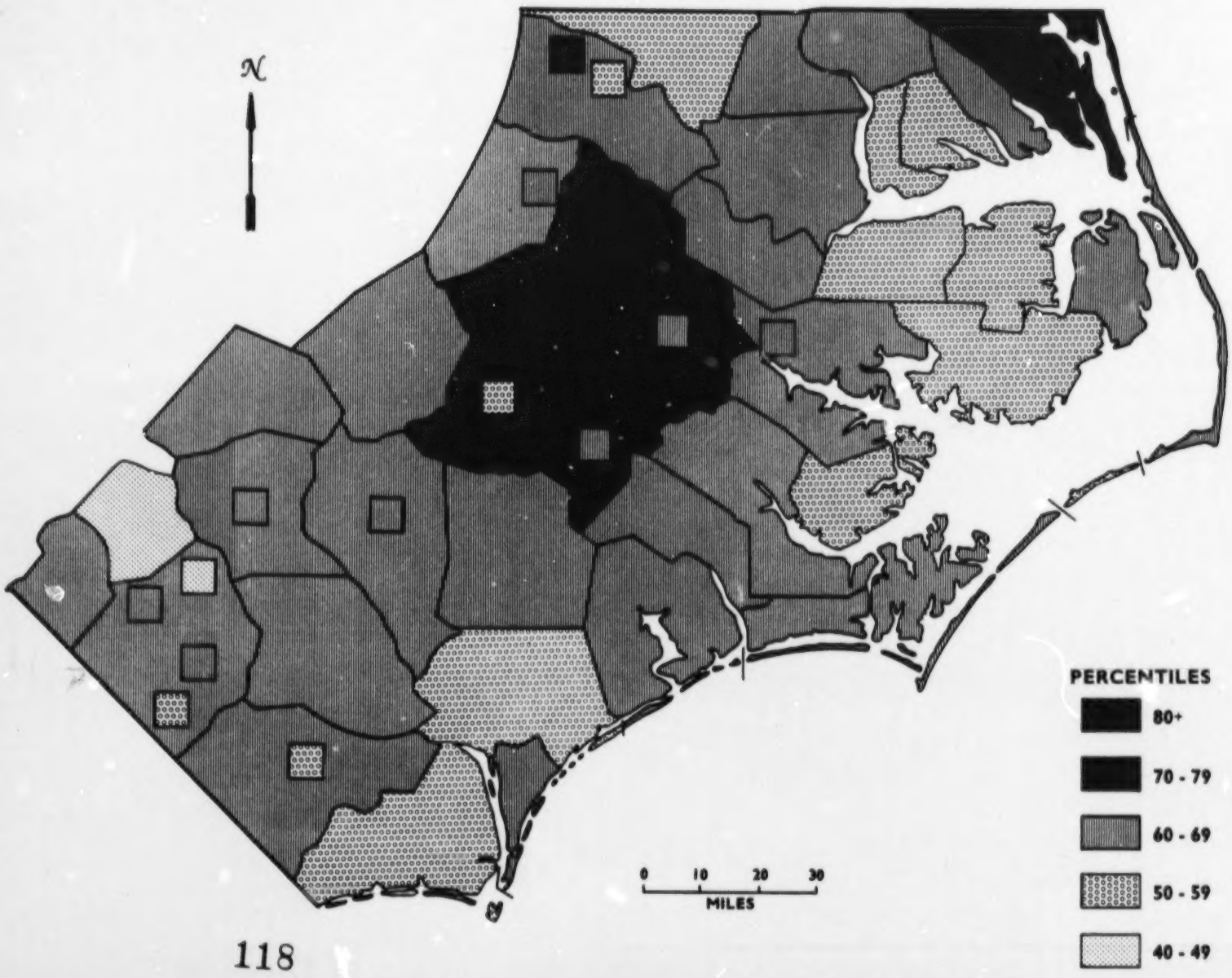
The three highest ranking county units were Camden - 79; Wilson - 75; and both Lenoir and Pitt with scores of 73. The three leading city systems were Tarboro - 78; Roanoke Rapids - 70; and Greenville - 69.

County units with the lowest scores were Hoke - 49; Pamlico - 54; and Brunswick - 55. The lowest ranked city systems were St. Pauls - 47; Goldsboro 54; and Whiteville - 55.



Source: NCDPI, Division of Research, 1984

Mathematics Achievement: Grade 3

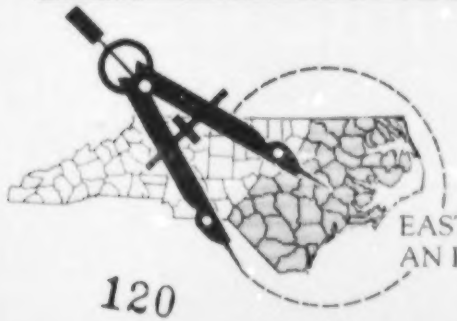


Reading Achievement: Grade 6

The state's average sixth-grade reading score was 56. The percentile ranged from a high of 80 in the Chapel Hill/Carrboro system to a low of 31 in Halifax County. Only ten of the Coastal Plain's 56 school systems had a score higher than the state average (56).

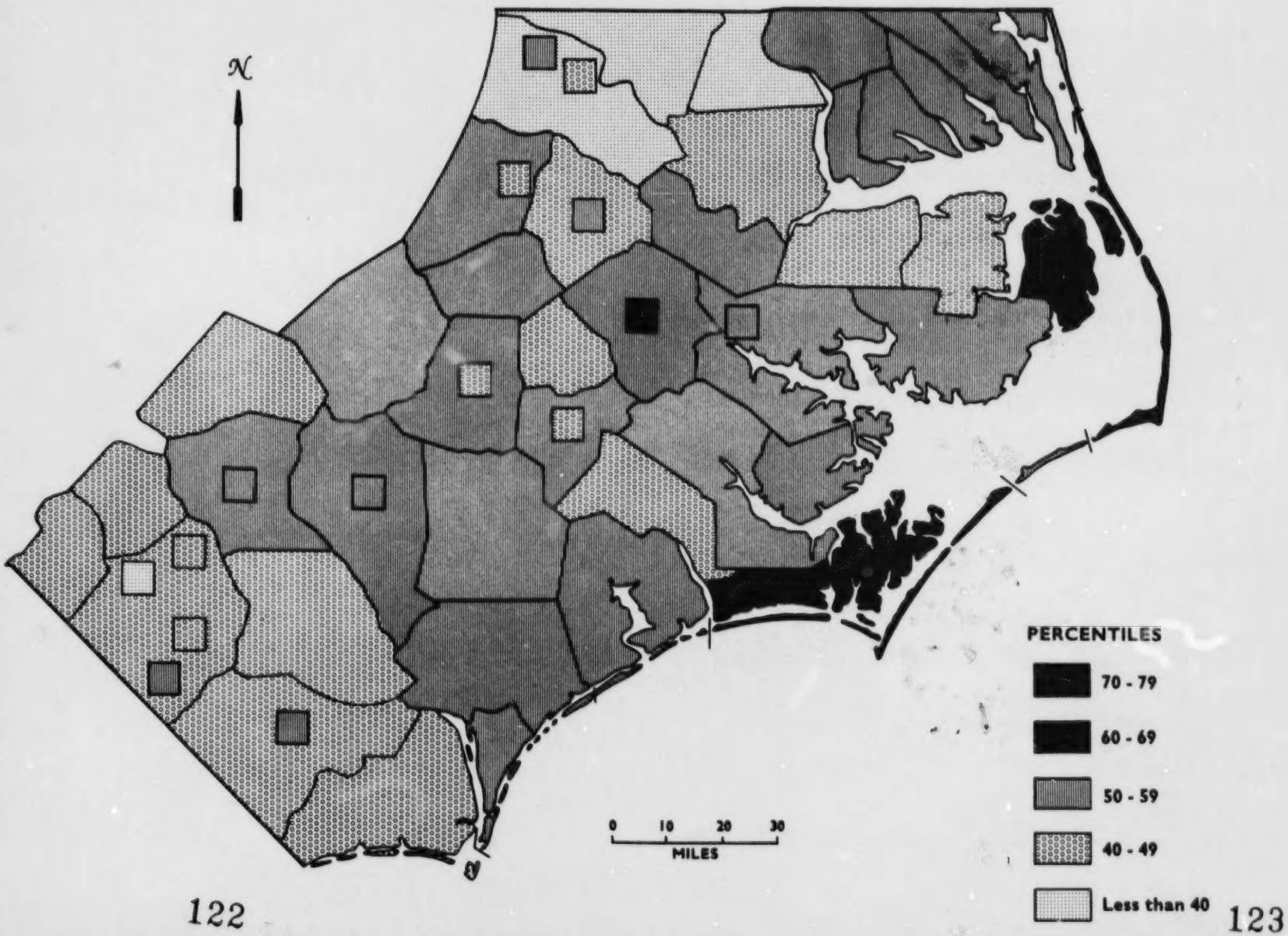
The three highest-ranking county systems were Dare - 68; Carteret - 60; and both Camden and Currituck, each with scores of 59. The three leading city units were Greenville - 61; Roanoke Rapids - 59; and Whiteville - 58.

The county systems having the lowest scores in the region were Halifax - 31; Northampton - 37; and Hertford - 38. The lowest ranked city units were Red Springs - 39; Goldsboro - 41; and Weldon - 43.



Source: NCDPI, Division of Research, 1984

Reading Achievement: Grade 6

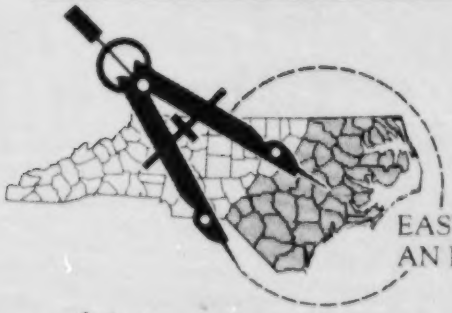


Mathematics Achievement: Grade 6

North Carolina's average sixth-grade mathematics percentile was 64. Scores ranged from a high of 82 in the Chapel Hill/Carrboro system to a low of 43 in Halifax County. Only 22 of the region's 56 school systems had scores higher than the average (64).

The three highest ranking county units were Gates - 75; Duplin - 72; and Cumberland, Nash, and Wilson, each with scores of 70. The leading city systems were Greenville - 73; Tarboro - 70; and Roanoke Rapids - 69.

County units with the lowest scores were Halifax - 43; Brunswick - 46; and Bladen, Hoke, and Washington, each with scores of 48. The lowest ranked city units were Goldsboro - 48; Weldon - 51; and Rocky Mount - 55.



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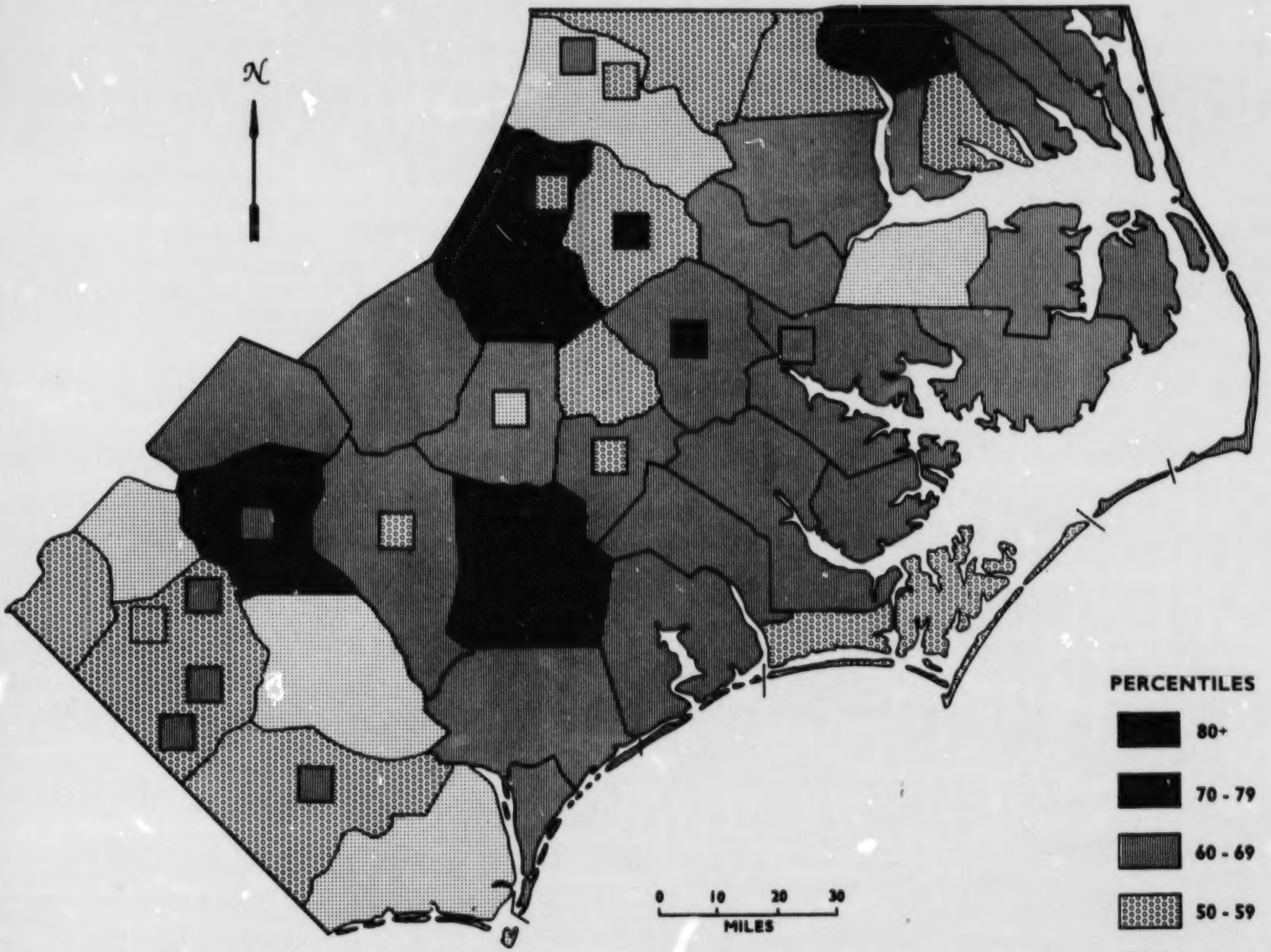
Mathematics Achievement: Grade 6



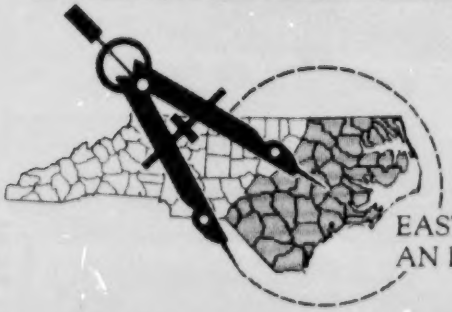
30

Reading Achievement: Grade 9

The state's average ninth-grade reading score was 56. The figures ranged from a high of 87 in the Chapel Hill/Carrboro system to a low of 31 in Halifax County. Of the region's 56 school systems, 12 had scores higher than the state average (56).

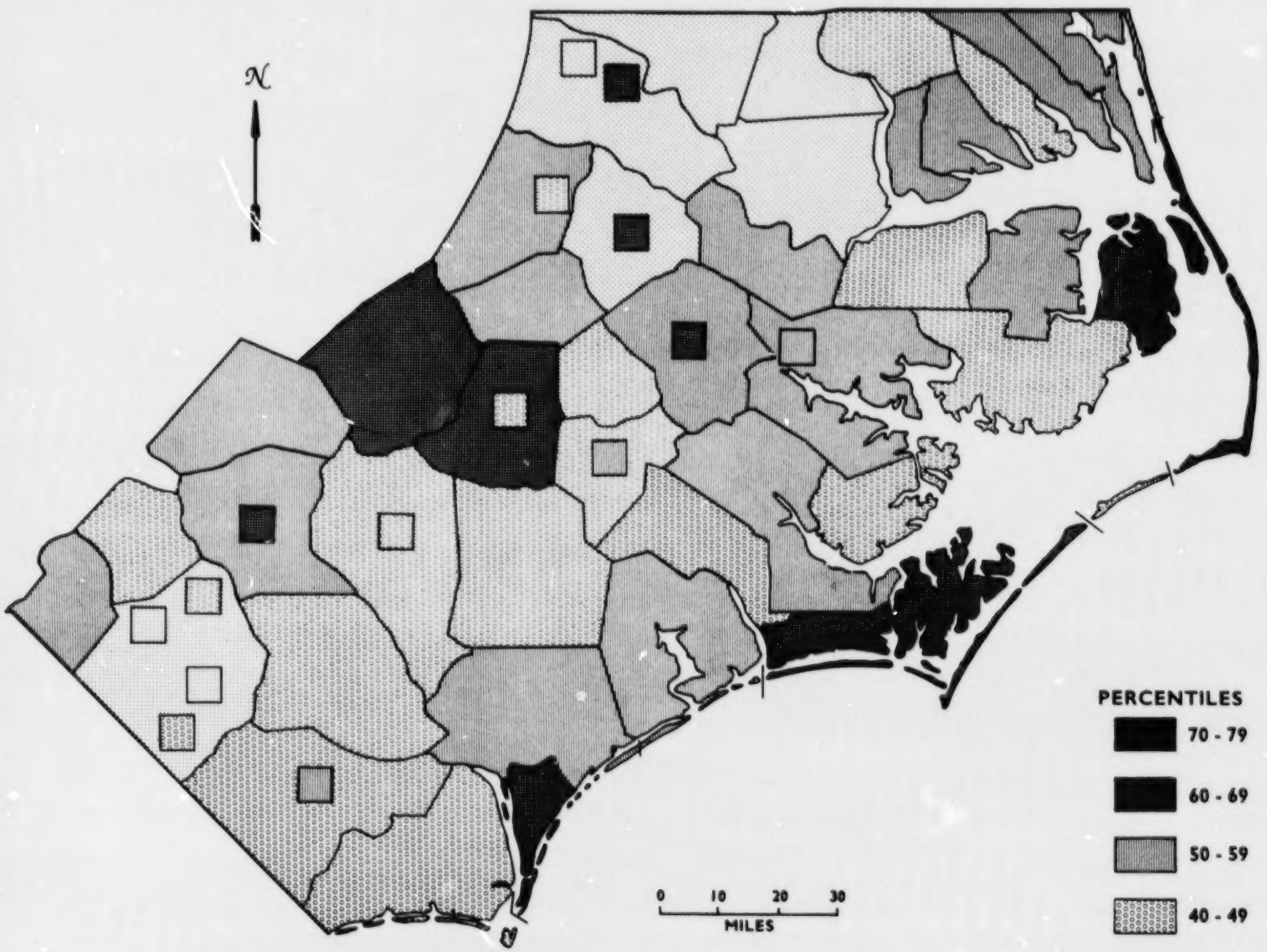
The three highest ranking county units were Dare - 68; Carteret and Johnston with scores of 63; and New Hanover - 62. The leading city systems were Greenville - 68; Tarboro - 62; and Roanoke Rapids - 61.

The region's lowest scoring county units were Halifax - 31; Northampton and Robeson with 35; and Bertie - 37. The lowest ranked city units were Weldon - 29; Fairmont - 35; and Red Springs - 38.



Source: NCDPI, Division of Research, 1984

Reading Achievement: Grade 9

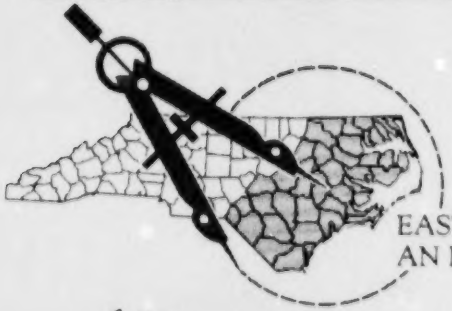


Mathematics Achievement: Grade 9

North Carolina's average ninth-grade mathematics score was 58. The scores ranged from a high of 83 in the Chapel Hill/Carrboro system to a low of 36 in the Weldon city unit (Halifax County). Of the 56 eastern school systems, 13 had scores higher than the state average (58).

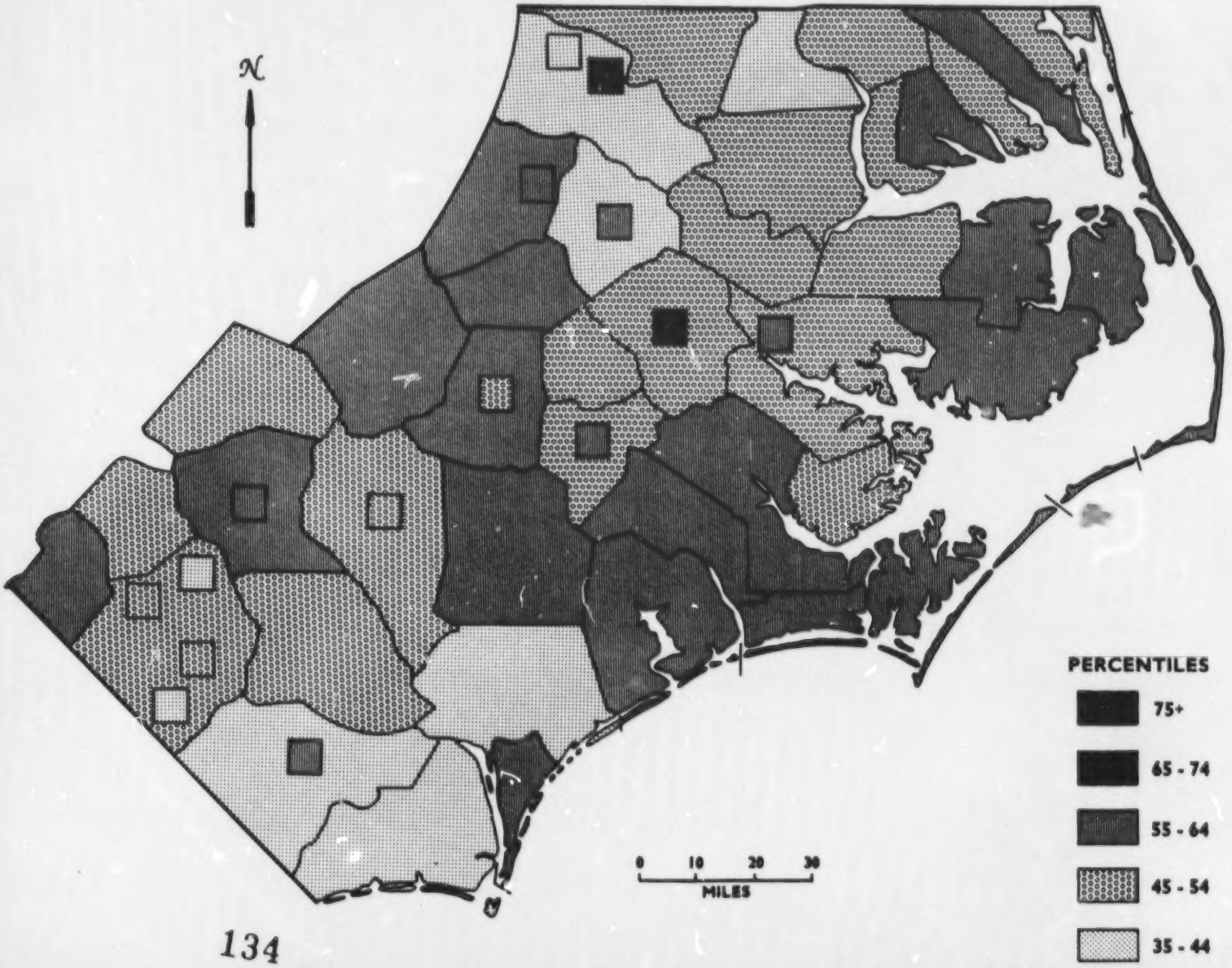
The highest ranking county units were Johnston and Onslow with 62; Carteret - 61; and Cumberland, Dare, and Nash, each with a score of 60. The leading city units were Greenville - 69; Roanoke Rapids - 66; and Kinston and Whiteville, each with scores of 64.

The lowest ranking county units were Hertford - 41; Pender - 42; and Edgecombe and Halifax, both with scores of 43. The lowest ranking city units were Weldon - 36; Fairmont - 39; and St. Pauls - 44.



Source: NCDPI, Division of Research, 1984

Mathematics Achievement: Grade 9



Scholastic Aptitude Test (SAT) Scores

The narrative for this map differs from all others. The information provided has a great potential for misuse and the narrative is designed to caution the reader about the difficulty of interpreting the data.

The use of SAT scores as a measure of the quality of education is an excellent example of the misuse of test information. The SAT does not measure basic skills. It does not measure how well students have mastered competencies required for high school graduation. It is designed to predict how well a student will do during their first year of college. It is a good predictor. But it is not a good measure of basic skills.

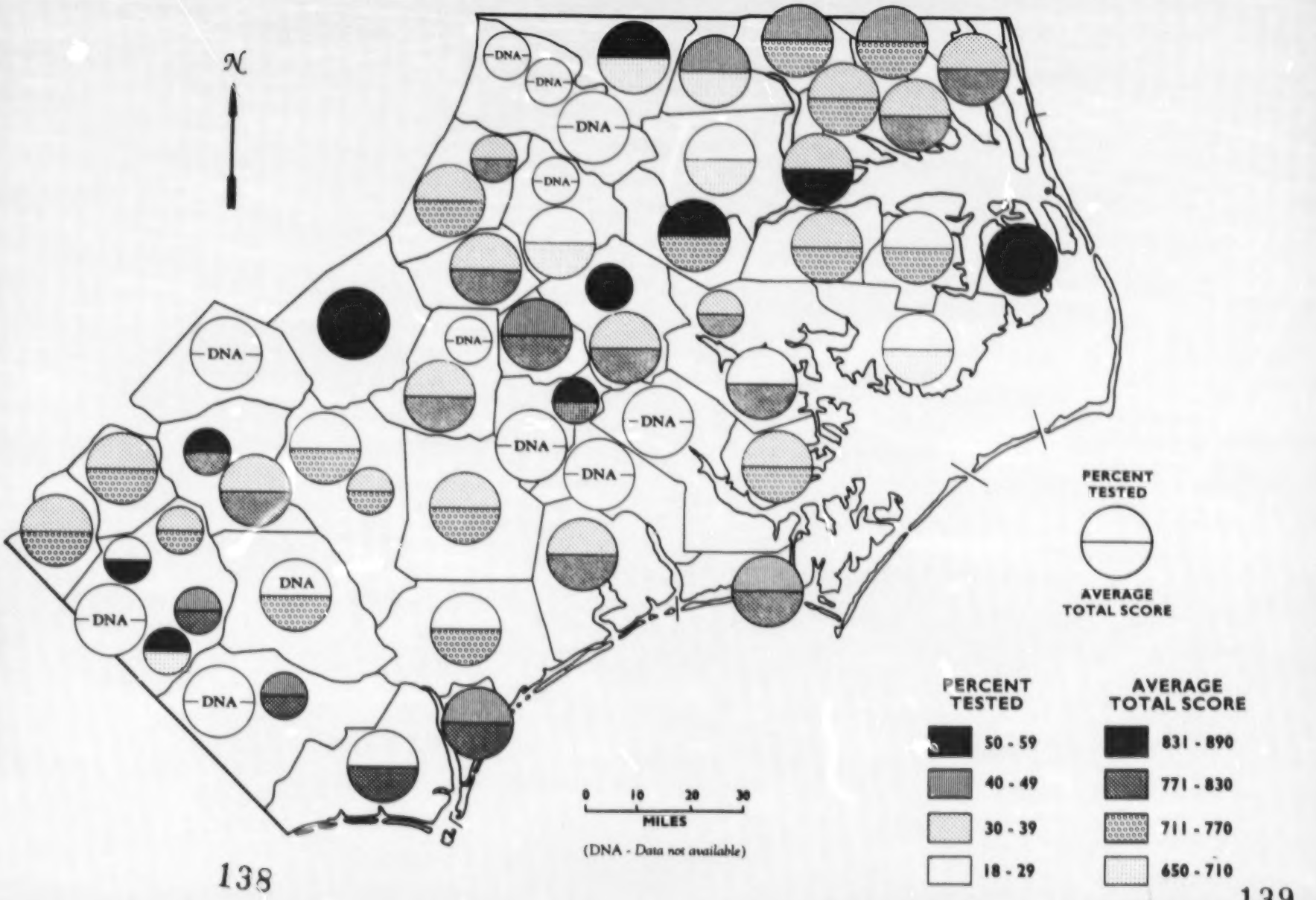
The SAT is not taken by all students. Nationally, the percentage of students participating in the program varies greatly, and in eastern North Carolina the range is wide. Fewer than thirty percent of the seniors took the test in nine districts, while over fifty percent participated in two districts. The percent of students involved should be considered when comparing scores. It is not appropriate to compare directly the scores of two districts when the percent of seniors taking the test vary ten percent or more.

Data were not available from twelve districts. This should not be interpreted as an unwillingness on the part of these districts to share information.

Considerable thought went into the decision to include these data because they are easily misinterpreted. Part of this misuse may be avoided by presenting the data on percentages taking the test and the average test scores. If these data and narrative do nothing more than to alert the reader about the difficulties of using SAT data as measures of performance, then the inclusion of the data will have been worthwhile.

Source: Data Provided by LEA's

Scholastic Aptitude Test (SAT) Scores



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